DOCUMENT RESUME

ED 312 201 SO 020 310

TITLE Defining Social Studies Education in Michigan (K-12).
INSTITUTION Michigan State Board of Education, Lansing.
PUB DATE May 89
NOTE 129p.; For related documents, see ED 307 197 and ED 290 673.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Curriculum Development; Democratic Values; Elementary Secondary Education; Guidelines; Knowledge Level; *Objectives; Skills; *Social Studies; State Curriculum Guides
IDENTIFIERS *Michigan

ABSTRACT

This document begins by providing some introductory guidelines on constructing a K-12 social studies program and conducting a curriculum program review and then goes on to focus on the goals and objectives for social studies education in Michigan. These are divided into three groups: knowledge; democratic values; and skills. For each of these areas, specific goals and objectives are set out with a discussion of how they apply to the various grade levels. The last quarter of the document contains definitions, illustrative concepts, and topics for various courses. This material is designed to help teachers and curriculum specialists enhance their understanding of the scope and structure of the social sciences, the humanities, and related areas of study. Appendices contain education codes for Michigan that relate to social studies education, a list of documents approved by the Michigan State Board of Education that contain recommendations specifically related to social studies education, and a textbook evaluation form. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Defining Social Studies Education in Michigan (K-12)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JOHN M. CHAPMAN
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO020310

Michigan State Board of Education

Michigan
State Board of Education

Cherry H. Jacobus
President
East Grand Rapids

Annetta Miller
Vice President
Huntington Woods

Dorothy Beardmore
Secretary
Rochester

Rollie Hopgood
Treasurer
Taylor

Dr. Gumecindo Salas
NASBE Delegate
East Lansing

Barbara Dumouchelle
Grosse Ile

Marilyn F. Lundy
Grosse Pointe

Barbara Roberts Mason
Lansing

Ex Officio Members

James J. Blanchard
Governor

Donald L. Bemis
Superintendent
of Public Instruction

PREFACE

Schools are responsible for helping young people develop a sense of personal citizenship in our democratic society and educating students to become effective and responsible citizens.

This document is intended to be used in conjunction with the Essential Goals and Objectives for Social Studies Education in Michigan (K-12) document which was approved by the State Board of Education in May 1987. Both documents outline those essential social studies goals, objectives, concepts, and skills appropriate for students in grades K-12. An additional Department document entitled Curriculum Review Handbook for Social Studies Education in Michigan (K-12) includes suggested grade level/course descriptions and guidelines for educators to use as they proceed to review and revise as needed their social studies programs. It is hoped that all three documents will prove to be helpful to teachers as they design and provide instruction which will help their students become effective and responsible citizens.

Appreciation is extended to those individuals who have given of their time, effort, and expertise to assist in this project. Those school districts that have provided support for this endeavor are also to be commended. The names of both are included in the acknowledgment section.

Michigan Department of Education

May 1989

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
Introduction	iv
A Model for Social Studies Curriculum Program Review	v
Constructing a K-12 Social Studies Program	vi
Suggested Range and Instructional Focus for a K-12 Social Studies Program	viii
Suggestions for Districts to Consider as They Make Range and Instructional Emphasis Decisions	ix
The Essential Goals and Objectives for Social Studies Education in Michigan (K-12)	1
Knowledge Goals and Objectives	4
Democratic Values Goals and Objectives	65
Skills Goals and Objectives	74
History, The Social Science Disciplines, The Humanities, and Related Areas of Study: Definitions, Illustrative Concepts, and Topics	81
Anthropology	82
Consumer Economics	84
Economics	85
Geography	87
Global/Modern World Studies	89
History	90
Law	91
Political Science	92
Psychology	94
Sociology	96
The Humanities as an Interdisciplinary Study	98
Reading, Writing, Speaking, Listening, and Critical Thinking Skills in Social Studies Education in Michigan	100
Appendix A: Education Codes and State Board of Education Recommendations	108
Appendix B: Textbook Evaluation Form	111
Acknowledgments	114

INTRODUCTION

The purpose of this document is to provide curriculum specialists, teachers, and others with ideas and suggestions which they might find to be useful as they proceed to review and revise as needed their K-12 social studies programs. This document is intended to be used in conjunction with two other documents--Essential Goals and Objectives for Social Studies Education in Michigan (K-12) and Curriculum Review Handbook for Social Studies Education in Michigan (K-12).

The first section includes A Model for Social Studies Curriculum Review and Suggestions in regard to Range and Instructional Emphasis and Sequence Listings. Educators who choose to consider the suggestions presented in the first section should review the Curriculum Review Handbook for Social Studies Education in Michigan (K-12) which has a more detailed description of how to proceed in reviewing curriculum.

A second section includes a listing by grade cluster levels of Suggested Goals, Objectives, and Focus Statements which can be utilized by teachers as they develop and/or select instructional materials, curriculum guides, resource teaching units, and lesson plans. The focus statements are illustrative in nature and teachers may choose to use others more extensive and appropriate for their students. In some cases, e.g./for example statements appear in conjunction with specific focus statements. There are also instances where there are no e.g./for example statements and/or no focus statements. In these cases it is assumed that the objective statements are relatively clear and teachers will be able to understand and select appropriate and effective learning activities.

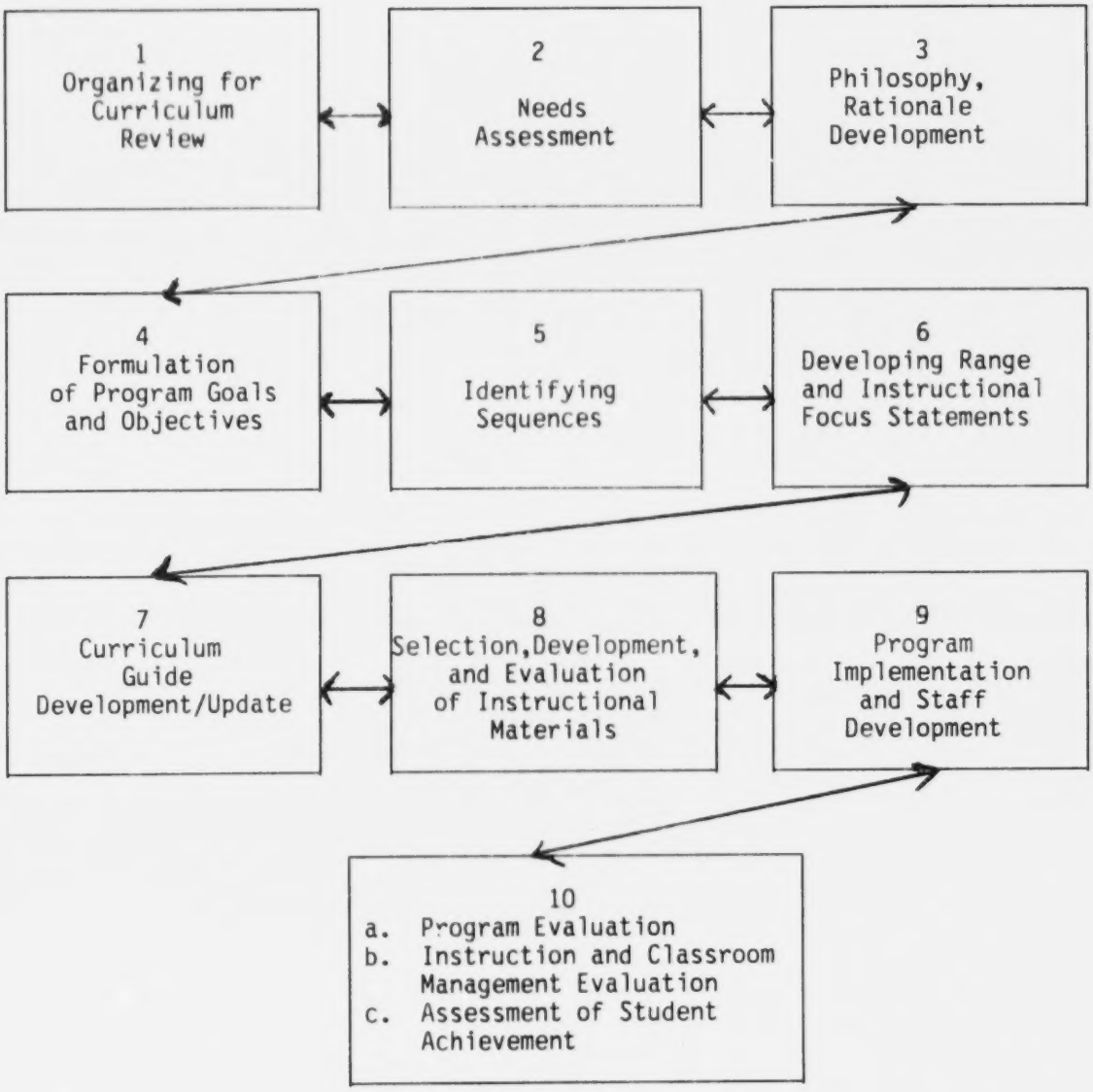
A third section provides information about the structure, scope, content, and illustrative concepts of the social sciences and related areas of study and/or emphasis. Curriculum specialists and teachers might use the ideas included in this section along with suggestions and scope statements/course descriptions included in the Curriculum Review Handbook for Social Studies Education in Michigan (K-12) as a framework which would enable them to do a more effective job.

The final portion of this document includes Statutes and State Board of Education Recommendations which relate to social studies (Appendix A), a model Textbook Evaluation Form (Appendix B), and an Acknowledgement section.

It is hoped that those responsible for preservice and inservice education which is directed towards curriculum and instructional improvement in the social studies will find the information and recommendations to be useful in their efforts to improve their social studies programs.

A MODEL FOR SOCIAL STUDIES CURRICULUM

PROGRAM REVIEW



The goals and objectives, and recommended focus statements, included on pages 4-81 of this document are intended to serve as a basis for what should be taught. The ten-step model presented here and elaborated upon at length in the Curriculum Review Handbook for Social Studies Education in Michigan (K-12) identifies the steps educators might follow as they attempt to make use of suggestions included on the following pages.

CONSTRUCTING A K-12 SOCIAL STUDIES PROGRAM

The social studies curriculum offered in a school district should reflect a logical and consistent approach to curriculum and instructional program development and improvement. Historically, the focus of most K-12 social studies curriculum programs reflects the "expanding environment" for grades K-6 and the "contracting environment" for secondary schools (7-12).

For a variety of reasons a district might prefer to have the emphasis in their social studies programs at grade levels other than those listed on the following pages. They might also choose to have a larger number of social studies offerings than what is indicated on the following pages.

The range and instructional focus in this document reflects recommendations included in the Michigan State Board of Education's Better Education for Michigan Citizens: A Blueprint for Action. It also addresses: (1) recommendations included in earlier approved State Board of Education documents (e.g., Multicultural Education Policy/Position Statements, Global Education Guidelines, Environmental Education Guidelines, Consumer Economics Education Guidelines), and (2) legislative mandates in regard to civics/government and Michigan studies. Within this document special attention is also given to the area of law-related education.

As Michigan school districts review and revise where needed their social studies programs, appropriate attention should be given to state statutes and State Board of Education recommendations in regard to social studies education.

For example, in regard to multicultural education, attention should be given to the notion that the confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development.

The social studies curriculum and instructional program at any level -- elementary, middle/junior, senior -- should reflect the entire K-12 continuum. A sound program is one which is characterized by something more than "token attention" to the matter of vertical and horizontal curriculum articulation and integration.

In particular, when decisions are being made as to instructional emphasis, serious and careful attention should be given to the soundness of what is being proposed in regard to the developmental level of students and the immediate relevance of the curriculum and instruction in the lives of the learners. The evidence, as reported in survey after survey, continues to support the thesis that as students progress from one grade to another, too

many of them develop stronger feelings of boredom and dislike for what goes on in social studies classrooms. (See reports such as those by Goodlad[1] and Sizer.[2])

As local school district administrators, board members, and teachers review and revise as needed their social studies curriculum and instructional programs, students, parents, and appropriate other citizens should have real and meaningful involvement in the process in the initial stages of the project as well as the usual "after the fact reporting."

As described in the Philosophy and Rationale section of this document, the social studies program should include suggested courses and opportunities for all students to complete a specified number of hours in volunteer types of community service activities. (See Recommendation included in Boyer Report.[3])

There is also a need for districts to include within their secondary offerings the opportunity for all students at the twelfth grade level to select from various course offerings such as those listed on pages viii-ix.

Consistent with various current reports, state statutes, and State Board of Education recommendations, range and instructional focus recommendations on pages viii-ix include: (1) an emphasis on geography, and the development of appropriate geographic skills by students and (2) an emphasis and particular attention to the concept of global interdependence and related issues.

---

[1]Goodlad, John I. A Place Called School. McGraw-Hill Book Company, N.Y., 1983, pp. 210-213.

[2]Sizer, Theodore. Horace's Compromise - The Dilemma of the American High School. Houghton Mifflin Company, Boston, 1984, pp. 27-30, 53-58.

[3]Boyer, Ernest L. High School, A Report on Secondary Education in America. Harper and Row, N.Y. 1983, pp. 100-106.

SUGGESTED RANGE AND INSTRUCTIONAL FOCUS FOR A K-12 SOCIAL STUDIES PROGRAM

The sequence of topics and courses suggested below are consistent with widely accepted criteria that promote effective social studies education programs. While local school districts may decide to alter the sequence and suggested topics in order to meet their needs, high quality social studies programs should reflect the content and topics recommended in this model.

GRADES K-3*

MYSELF AND OTHERS

SCHOOL AND FAMILY

NEIGHBORHOODS

COMMUNITIES: URBAN, SUBURBAN, AND RURAL

GRADES 4-6*

MICHIGAN STUDIES

WESTERN HEMISPHERE STUDIES: THE UNITED STATES AND CANADA

WESTERN HEMISPHERE STUDIES: MEXICO, CENTRAL AND SOUTH AMERICA

GRADES 7-9*

EASTERN HEMISPHERE STUDIES: ASIA, AFRICA, EUROPE, AND THE MIDDLE EAST

UNITED STATES HISTORY AND MICHIGAN STUDIES:
EXPLORATION - CIVIL WAR

PRACTICAL LAW (1 SEMESTER)
CONSUMER ECONOMICS (1 SEMESTER)

GRADES 10-12*

UNITED STATES HISTORY AND MICHIGAN STUDIES:
RECONSTRUCTION - PRESENT

CIVICS/GOVERNMENT (1 SEMESTER)
GLOBAL/MODERN WORLD STUDIES (1 SEMESTER)

* At each grade cluster level, attention should be given to the concept of cultural pluralism so as to increase accurate and positive portrayal of the multicultural nature of American society and the world.

GRADE 10-12 POSSIBLE ELECTIVE OFFERINGS:

ANTHROPOLOGY

COMMUNITY STUDY

ECONOMICS

ENVIRONMENTAL STUDIES

ETHNIC STUDIES

WORLD GEOGRAPHY

HISTORY (STATE & WORLD)

HUMANITIES (COURSE)

INTRODUCTION TO THE SOCIAL SCIENCES

LEADERSHIP SEMINAR

POLITICAL SCIENCE

PSYCHOLOGY

SOCIAL PROBLEMS

SOCIOLOGY

URBAN STUDIES

WOMEN'S STUDIES

SUGGESTIONS FOR DISTRICTS TO CONSIDER AS THEY MAKE RANGE AND INSTRUCTIONAL EMPHASIS DECISIONS

1. APPROPRIATE ATTENTION SHOULD BE GIVEN TO SOCIAL PARTICIPATION ACTIVITIES IN WHICH STUDENTS CAN APPLY SOCIAL STUDIES CONTENT WITHIN THE CLASSROOM, THE SCHOOL AND COMMUNITY.

2. BASIC GEOGRAPHY SKILLS SHOULD BE INTRODUCED, DEVELOPED, AND REINFORCED AS APPROPRIATE AT ALL LEVELS.

3. APPROPRIATE ATTENTION SHOULD BE GIVEN AT ALL LEVELS TO THE CONCEPT OF GLOBAL INTERDEPENDENCE AND ISSUES/TOPICS SUCH AS:

FOOD

HEALTH

POPULATION

WAR, PEACE, AND ARMAMENTS

ENVIRONMENT

THE ROLE OF RELIGIONS IN THE HISTORY OF THE UNITED STATES

RACE AND ETHNICITY

RIGHTS AND RESPONSIBILITIES

RELIGIOUS ISSUES

PHYSICAL GEOGRAPHY

INTERNATIONAL MONETARY AND TRADE RELATIONS

LANGUAGE

ARTS AND CULTURE

ENERGY

POVERTY

RELATIONS AMONG NATIONS/STATES

4. APPROPRIATE ATTENTION SHOULD BE GIVEN AT ALL LEVELS TO BOTH CONTEMPORARY AND ANCIENT HISTORY OF EACH GEOGRAPHIC REGION UNDER STUDY. ATTENTION SHOULD ALSO BE GIVEN TO CONTRIBUTIONS OF EARLIER CIVILIZATION TO MODERN HISTORY AND CULTURAL TRADITIONS.

THE ESSENTIAL GOALS AND OBJECTIVES FOR SOCIAL STUDIES EDUCATION IN MICHIGAN (K-12)

An important step in building a social studies curriculum is addressing the vital question of what is to be taught and delineating this into goals and objectives. This section of the document is intended to assist districts as they make decisions about goals and objectives for their social studies program and develop their instructional program. To introduce this section of the document, five points are made that range from the relationship of these goals and objectives to the Common Goals of Michigan Education and to the instructional emphasis placed on the goals and objectives chosen to be addressed.

I. Relationship between the Common Goals of Michigan Education and The Essential Goals and Objectives for Social Studies Education in Michigan (K-12).

The information presented below is intended to show the relationship between the Common Goals of Michigan Education and The Essential Goals and Objectives for Social Studies (K-12) . . .

In conjunction with home, community, and other supportive influences, Michigan education has the responsibility of providing experiences and opportunities for students that will enable them to achieve optimum personal growth. As a result, each student should:

A. acquire knowledge of the principles, methods, and general content of the social sciences,

B. know the main structure and function of government, and

C. know the purposes of government.

II. Democratic Values Objectives

In the Philosophy and Rationale for Social Studies Education in Michigan statement, it is noted that a democratic society relies on social studies to foster core values. When democratic values are developed in a meaningful context, they are not only strengthened, but they serve to enhance the acquisition of the social studies knowledge objectives. It is intended that the democratic values goals and objectives identified in the following pages should be taught in conjunction with the knowledge content goals and objectives.

III. Skills Goals and Objectives

Instruction which focuses on the development of skills proficiency should be a part of all units of instruction at all levels.

In the Philosophy and Rationale for Social Studies Education in Michigan statement, reading, writing, and discussion skills are presented as essential areas to be developed for learning and citizenship. When

these skills are developed in a meaningful context, they are not only strengthened, but they serve to enhance the acquisition of social studies knowledge and values.

Reading needs to be developed in a meaningful context. As a reasoning process, reading, like thinking, cannot be fully developed in isolation. Thus, after third grade, reading needs to be emphasized within content area instruction. The basic "reading lesson" -- preparation, reading, discussion -- needs to be conducted in each subject area because transfer of learning and comprehension from isolated skill development instruction is minimal.

IV. Moving from Goals and Objectives to Instruction

Curriculum specialists and K-12 social studies teachers who choose to make use of the goals and objectives identified in this document might well proceed to develop instructional units which could be included in locally developed curriculum guides. Such guides could reduce, in part, the too frequent excessive teacher dependency on commercial textbooks.

At the elementary and middle school levels, suggested instructional units might be:

- Civics, law, and government (knowledge goals 1, 2, and 9)
- Global issues and geography (knowledge goals 3 and 8)
- Anthropology, sociology, social psychology, and psychology (knowledge goals 4, 10, 11, and 12)
- History (knowledge goal 5)
- Economics and consumer economics (knowledge goals 6 and 7)

Instruction focusing on Democratic Values and Skills Goals and Objectives should be a part of each suggested instructional unit listed above. These should also be ongoing learning activities for each unit-year.

Beginning at the secondary level, the social studies curriculum should be primarily structured in terms of the social science and history disciplines. Unlike what occurs at the elementary level, at the secondary level instruction should be organized so that an entire semester or year of study would be devoted to a single content area such as history, geography, economics or civics.

Course descriptions for social studies offerings ought to be based primarily on the knowledge Goal and Objective statements which would be most appropriate for a particular course. Each social studies teacher should be responsible for instruction which focuses on the Democratic Values and Skills elements of social studies education.

As a school looks at its social studies graduation requirement, consideration should be given to including elements of:

Government/Civics
American and Michigan History
World Studies
Career Awareness, Decision-making, and Planning
Economics
Geography
Behavioral Sciences

V. Instructional Emphasis

I = Introduce
D = Develop*
R = Reinforce*

The Introductory level is the initial formal contact of a student with objectives. Readiness types of learning experiences should be provided which would serve as the foundation for later more structured content and focused instruction.

The Developmental level is the stage of learning where structured formal instruction should be more intense. Students should be involved in learning experiences which would enable them to acquire specific types of knowledge, understanding, and skills proficiency. The focus of instruction should be on helping students to understand and comprehend concepts appropriate for their developmental level.

The Reinforcement level is the stage of learning where instruction is provided which would enable students to expand upon concepts they have become acquainted with at an earlier level. Opportunities are made available for students to apply what they have learned and to understand more clearly the complex aspects of concepts previously learned.

VI. Focus and "e.g." Statements

The knowledge, democratic values, and skills goal statements presented in this document are identical with the goal statements in the Essential Goals and Objectives for Social Studies Education in Michigan (K-12) document. Many of the goal statements are broad and general in nature. Thus, examples (e.g. statements) and emphasis statements have been added for the purpose of providing a more manageable framework for teachers to consider as they prepare their lesson plans. These specific types of examples and statements are intended to serve as suggested guides for teachers to consider.

Examples and/or emphasis statements have not been provided for all of the objectives listed. In some instances the committee members responsible for making decisions as to whether examples and/or emphasis statements were needed, were of the opinion that some objectives were sufficiently clear as stated and there was no need for examples or emphasis statements.

Neither the previous document, Essential Performance Objectives for Social Studies (1982) nor the Essential Goals and Objectives for Social Studies Education in Michigan (K-12)(1987) includes examples of emphasis statements such as those presented in this document. This degree of specificity has been added in this document in response to requests from many curriculum specialists and teachers.

*Represents the levels appropriate for formal testing

KNOWLEDGE GOALS AND OBJECTIVES

	K/3	4/6	7/9	10/12
1. Understand the rights and responsibilities of democratic citizenship.				
a) Identify rights and liberties guaranteed in the U.S. Constitution. (e.g., freedom of speech, assembly, and worship; voting rights; due process)	I	I	ID	R
In grades K-3 emphasis will be on respecting the rights of all, and the limits of free speech.				
In grades 4-6 emphasis will be on comparing and contrasting constitutional rights in Michigan, the U.S. and other areas of the Western Hemisphere.				
In grades 7-12 emphasis will be on comparing and contrasting constitutional rights in the U.S. with those in the Eastern Hemisphere.				
b) Understand situations in which rights have been denied.	I	I	ID	R
(e.g., denial of voting privilege, censorship of press; discrimination based on race, national origin, religion, sex, age, social status or political views; illegal search, arrest or detention; denial of legal assembly to protest; denial of fair or speedy trial; denial of treaty rights)				
In grades K-3 the focus will be on the students' responsibility in helping to maintain a classroom environment conducive to learning.				
In grades 4-6 emphasis will be placed on various forms of prejudice which have resulted in mistreatment of Native Americans and religious persecution of some people.				
In grades 7-12 the focus will be on specific situations and incidents where rights have been denied such as caste systems, slavery, Trail of Tears, Loyalist during the American Revolution, Salem witch trials, and Dred Scott.				

	K 3	4 6	7 9	10 12
1. Understand the rights and responsibilities of democratic citizenship. (Continued)				
c) Understand that an individual's rights may differ with those of another individual or with the general welfare.	I	I	ID	R
(e.g., right of an owner to select tenants v. the right to housing without discrimination; right of people to assemble v. laws protecting public from unnecessary noise or disruption; freedom of press v. right to fair trial)				
In grades K-3 the focus will be on respecting opinions; listening while others speak; waiting turns and observing the basic rules of etiquette.				
In grades 4-6 emphasis will be on the possible conflicts between individual rights and responsibilities toward others.				
In grades 7-12 the emphasis will be on comparison of rights and responsibilities of democratic citizenship with rights and responsibilities under various forms of government.				
d) Understand differences between stated rules and actual practice.	I	I	ID	R
In grades K-3 the focus will be on rules made for one situation which may not apply in another situation such as raising your hand vs. interrupting in an emergency.				
In grades 4-6 the focus will be on examining situations where stated rules may not be followed in particular situations.				
In grades 7-9 the focus will be on theory v. practice or de jure v. de facto.				
In grades 10-12 emphasis will be on understanding differences between stated and actual human rights in various parts of the world.				

	K/3	4/6	7/9	10/12
1. Understand the rights and responsibilities of democratic citizenship. (Continued)				
e) Understand and support the right of all to present different points of view. In grades K-3 the focus will be on the right to disagree and have an opinion of one's own while also respecting the points of view of others. In grades 4-6 emphasis will be on developing an understanding that whether or not different points of view represent majority or minority opinions, allowing different views to be presented is essential to the democratic process. In grades 7-12 the focus will be on dissent as a catalyst for change, using examples such as Gandhi, Mao, Sam Adams, political parties, and abolitionists.	I	I	D	R
f) Understand the responsibility of participation in society and governments both as an individual and as a member of a group. (e.g., voting, obeying laws, jury duty, being informed, petitions, legal actions, boycotts, strikes, Committees of Correspondence, Stamp Act Congress) In grades K-3 the focus will be on how individuals can contribute to the group decision-making process. In grades 4-6 the focus will be on state and national laws and elections. In grades 7-12 the focus will be on how individuals and groups may influence government decisions.		I	D	R
g) Understand the role and function of responsible dissent in a democracy. (e.g., Constitutional Convention, Federalists vs. Democratic Republicans, civil disobedience)			ID	R

	K/3	4/6	7/9	10/12
1. Understand the rights and responsibilities of democratic citizenship. (Continued)				
h) Understand statements of basic human rights and responsibility found in oral tradition and documents such as constitutions, declarations, and treaties. (e.g., Mayflower Compact; famous quotes . . . "Give me liberty or give me death," "Liberty and Union, now and forever, one and inseparable."			ID	R
i) Know some of the historical developments that have contributed to or impeded human rights. (e.g., Magna Carta, colonization, Bill of Rights, cotton gin, rise of Communism, Indian wars)			ID	R
j) Know the responsibility people have to maintain a democratic society.	I	D	D	R

In grades K-3 the focus will be on the importance of recognizing that a successfully functioning group requires cooperation and respect for individual concerns.

In grades 4-6 the focus will be on voting and individual responsibilities in the judicial system.

In grades 7-12 the focus will be on the Constitution, individual voting rights and responsibilities, and individual freedoms as expressed in the Bill of Rights.

	K/3	4/6	7/9	10/12
2. Understand the role and function of law in a democracy.				
a) Understand the purposes of law.	I	I	D	R

(e.g., protect individual and group rights, liberties, safety, and property; define punishment; preserve social and political institutions; provide guidelines for social and political changes; redress grievances; provide rules for economic and social relationships; provide basis for resolution of conflicts)

In grades K-3 emphasis will be on the need for rules to maintain order and promote safety.

In grades 4-6 emphasis is on understanding laws and rules that are regulators of actions for individuals, communities, states, and nations.

In grades 7-12 emphasis is on understanding laws that protect individual rights and reflect societal values.

b) Understand how legal and judicial decisions are made.	I	I	D	R

(e.g., by applying statutes and case law, through public opinion and politics)

In grades K-3 the focus will be on how past events create the need for rules and new situations may change existing rules or create new ones.

In grades 4-6 the focus will be on basic court processes using learning activities such as defining terms, conducting mock trials, interpreting flow charts and diagrams, visiting local courts.

In grades 7-12 the focus will be on how the constitution influences legal and judicial decisions.

	K 3	4 6	7 9	10 12
2. Understand the role and function of law in a democracy. (Continued)				
c) Understand how laws can be changed.	I	I	D	R
(e.g., constitutional amendments, initiatives, referendums, court decisions, legislative action)				
In grades K-6 the focus will be on majority rule and legitimate authority such as a classroom vote to change something or the principal's authority to make decisions.				
In grades 7-12 the focus will be on procedures for citizen actions such as petitions, communicating with elected and appointed officials, and attending meetings which can lead to changes in laws.				
d) Understand how conflicts in laws are resolved.		I	D	R
(e.g., comparing statutes, applying case law and constitutional principles)				
In grades 4-6 the focus will be on methods of resolving conflicts at different levels of government within a nation.				
In grades 7-12 the focus will be on methods of resolving conflicts at different levels of government within a nation and between nations.				
e) Know the duties of participants in a court of law.			I D	R
(e.g., jurors to consider evidence heard in court and judge by reasonable standards, judge to maintain order and insure fairness, lawyers to represent defendant, district attorney to prosecute the defendant)				
In grades 4-6 the focus will be on student participation in mock trials and role-playing.				
In grades 7-12 the focus will be on developing a working knowledge of the various roles of the participants in a courtroom.				

	K 3	4 6	7 9	10 12
2. Understand the role and function of law in a democracy. (Continued)				
f) Understand the factors that might affect justice. (e.g., publicity, monetary status, social status, national origin, race, sex, inadequate counsel, biased jury or judge, arbitrary sentencing, prison conditions) In grades 4-6 the focus will be on an introduction to civil rights and the effects of discrimination. In grades 7-12 the emphasis will be on comparing values within and across cultures and societies.		I	D	R
g) Understand the development of legal and judicial procedures. (e.g., court procedures, jury system, law enforcement, function of administrative agencies) In grades 4-6 the focus will be on formulation, enforcement, and interpretation of laws. In grades 7-12 the focus will be on examining historical documents such as Magna Carta, Mayflower Compact, Writs of Assistance, U.S. Constitution and Amendments, court decisions, and English Common Law.		I	D	R
h) Understand how the Constitution limits governmental action. (e.g., reserved powers clauses of the Constitution, the Bill of Rights, major court decisions of the Supreme Court) In grades 4-6 the focus will be on how the Bill of Rights limits governmental action. In grades 7-12 the focus will be on checks and balances in our government and limitations of governmental actions outlined in the Bill of Rights.		I	D	R

	K 3	4 6	7 9	10 12
2. Understand the role and function of law in a democracy. (Continued)				
i) Understand the dynamic nature of law. (e.g., court interpretations, amendments, custom, and practice) In grades 4-6 the focus will be on the effect of law on local, state, and national current events. In grades 7-12 the focus will be on the U.S. Constitution and how it has changed in ways such as different interpretations, e.g. Plessy v. Ferguson and Brown v. Topeka.		I	D	R
j) Understand the limitations of formal legal processes in settling disputes. (e.g., Jim Crow laws, civil rights, Black codes, human rights, labor unions) In grades 4-6 the focus will be on court cases in regard to civil rights. In grades 7-12 the focus will be on understanding the processes of litigation, negotiation, mediation, and arbitration.		I	D	R
k) Understand how laws may create conflicting moral obligations. (e.g., right to liberty guaranteed in Constitution v. confinement of Japanese-Americans in 1942 as a result of evacuation orders; duty of military personnel to follow orders v. the Nuremberg principle obligating one to disobey illegal orders)			I	DR

K/3	4/6	7/9	10/12

2. Understand the role and function of law in a democracy. (Continued)

1) Understand that the judicial system provides for both public and private justice. I D R

(e.g., individual justice such as interpreting private contracts; public justice such as prosecution for crimes and class actions to enforce group rights)

In grades 4-6 the focus will be on the introduction of the participants of the court system.

In grades 7-12 the focus will be on the provisions in the U.S. Constitution providing for criminal and civil justice (Article I, Sections 9-10, Amendments 4, 5, 6, 7, 8).

m) Recognize the differing functions of the civil and criminal justice systems. I D R

(e.g., embezzlement is handled by criminal system, repayment of embezzled funds by civil system; traffic accident can involve a civil suit for damages as well as criminal prosecution)

In grades 4-6 the focus will be on the basic differences between civil and criminal courts.

In grades 7-12 the focus will be on various types of courts and their functions.

n) Know individual rights within the criminal justice system. I D R

(e.g., right to counsel; right to call defense witnesses and to testify for oneself; freedom from illegal police methods - searches, harsh interrogation, torture; freedom from cruel and unusual punishment)

In grades 4-6 the focus will be on individual rights such as those listed in the Bill of Rights.

In grades 7-12 the focus will be on identifying some of the due process rights of the accused such as right to counsel, right to call defense witnesses and cross-examination, the right to remain silent, freedom from unreasonable search and seizure, freedom from cruel and unusual punishment, right to appeal.

K/3	4/6	7/9	10/12

2. Understand the role and function of law in a democracy. (Continued)

o) Identify similarities and differences between the judicial system in the United States and those in other countries. In grades 7-9 the focus will be on identifying the rights of individuals in criminal proceedings in the United States. In grades 10-12 the focus will be on comparing the rights of individuals in criminal proceedings in the United States with those of other countries (compare with other democracies, totalitarian systems, communistic systems, and socialistic systems).	I	DR

	K–3	4–6	7–9	10–12
3. Understand persistent global issues.				
a) Define global issues which affect people all over the world.	I	D	DR	R
b) Understand environmental issues.		ID	DR	R

(e.g., food production, population, disease, racism, resource use, environment, conflict and violence, cultural diversity, basic rights)

In grades K-3 the focus is on introducing the students to local aspects of global issues such as neighborhood/community pollution and environmental problems.

In grades 4-5 the focus is on global issues which affect Michigan and the United States.

In grade 6 the focus will be on environmental, social, and economic problems which affect the Western Hemisphere.

In grades 7-12 the focus will be on environmental, social, economic, and political issues which affect the eastern hemisphere.

In grade 4 the focus will be on air and water pollution as well as energy use.

In grade 5 the focus is on historical aspects of environmental change in the United States.

In grade 6 the focus is on contemporary environmental change in Latin America.

In grade 7 the focus is on contemporary environmental change in the Eastern hemisphere.

In grades 8-12 the focus is on a comparison of environmental change in the U.S. and other areas of the world.

	K 3	4 6	7 9	10 12
3. Understand persistent global issues. (Continued)				
c) Understand global social issues.		ID	DR	R
(e.g., population explosion, racism and ethnocentrism, religious conflict, human rights)				
In grades 4-12 the focus should be on relationships and conflict between ethnic, cultural, racial groups; and the concept of cultural pluralism.				
d) Understand global economic issues.		ID	DR	R
(e.g., poverty, underdevelopment, international trade)				
In grades 4-5 the focus should be on poverty in Michigan and the United States.				
In the 6th grade the focus should be on similarities and differences between developed and developing nations in the Western Hemisphere.				
In grades 7-12 the focus should be on similarities and differences between developed and developing nations in the Eastern Hemisphere.				
e) Understand relationships among global issues.		ID	DR	R
(e.g., how population growth, poverty, food shortages, and environmental impact are related)				
In grades 4-12 the focus should be on understanding the relationships between various global problems.				

	K/3	4/6	7/9	10/12
3. Understand persistent global issues. (Continued)				
f) Understand interdependence among nations of the world. (e.g., trade, political relationships, food and energy flows) In grades 4-6 the focus is on political and economic connections between the United States, Canada, and Latin America. In grades 7-12 the focus is on political and economic connections between the United States and other nations, particularly with respect to resource flow, international trade, and political alliances.		ID	DR	R
g) Understand that unsolved issues elsewhere in the world often impact upon the United States. (e.g., population problems, food shortages, underdevelopment, cultural conflict, and environmental impact) In grades 4-6 the focus is on population problems, economic development, and environmental impact in the Western Hemisphere. In grades 7-12 the focus is on population problems, economic development, environmental impact, and political conflict in the Eastern Hemisphere.		ID	DR	R
h) Understand that criteria for evaluating personal and social problems may vary from culture to culture. (e.g., political ideology, national loyalty, religious belief, and racial prejudice) In grades 4 the focus is on identifying the values of people in different groups. In grades 5-6 the focus is on defining culture and comparing the values of people in different cultures. In grades 7-12 the focus is on identifying the values people in different cultures have as they pertain to different global issues, and comparing their values to those of people in the United States.		ID	DR	R

	K 3	4 6	7 9	10 12
3. Understand persistent global issues. (Continued)				
i) Understand possible worldwide effects of decisions made by individuals, communities, and nations. (e.g., individual actions such as terrorism or waste disposal, community actions such as group protest, and national actions such as tariffs, war, and environmental policy) In grades 4-6 the focus is on understanding the consequences of decisions made in regard to global issues and the impact of those decisions on our community. In grades 7-12 the focus is on understanding the consequences of decisions made in regard to global issues and the impact of those decisions on our community and worldwide.		ID	DR	R
j) Know how to create, analyze, and evaluate alternative futures for the world. (e.g., predicting what future value systems or lifestyles might be like; predicting the form of future economic, political or social orders; predicting the uses of technology in the future; projecting population trends) In grades 4-6 the focus will be on current events as they relate to the future. In grades 7-12 the focus is on having students identify trends and the consequences of trends and to consider possible, probable, and preferable future scenarious for life on our planet.		ID	DR	R
k) Understand the evolving nature of international law. (e.g., international boundaries, treaties, and international organizations) In grades 9-12 the focus is on introducing basic aspects of international law as it relates to interrelationships between countries.			I	DR

	K–3	4–6	7–9	10–12

3. Understand persistent global issues. (Continued)

l) Understand some of the issues related to food consumption disparity between developed and developing nations. — ID DR R

(e.g., differences in the quality and quantity of food consumption and the relationship to international food trade)

In grade 4 the focus will be on the differences in food consumption between groups.

In grades 5-6 the focus will be on the differences in food consumption within our country and the Western Hemisphere, and on local, state, and world-wide efforts to relieve hunger and starvation.

In grades 7-12 the focus is on the variation in food consumption in the Eastern Hemisphere.

m) Understand ways that people are interrelated. — I DR R

(e.g., ecologically - sharing and conserving natural resources; economically - imports and exports, multinational corporations, international monetary system, economic alliances; politically - shared ideologies, international organizations, international laws and agreements, treaties and alliances; historically - movement of peoples, sharing of traditions, sharing of past experience; socially - personal interrelationships, language, education, religion, ethnic ties)

In grades 4-5 the focus is on the ways people of different regions of the United States are interrelated.

In grade 6 the focus is on the ways people of the Western Hemisphere are interrelated, particularly through trade, political relationships, and migration.

In grades 7-12 the focus is on regional and global interrelationships in the Eastern Hemisphere.

	K 3	4 6	7 9	10 12
4. Understand diverse human cultures, customs, beliefs, and value systems.				
a) Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture. In grades K-6 the focus will be on the different ways people obtain food, water, shelter, and clothing in the western hemisphere. In grades 7-12 the focus will be on comparing and contrasting the ways people worldwide meet their basic needs.	I	D	R	R
b) Understand that customs and habits differ from one group to another. In grades K-6 the focus will be on factors such as holidays, food, greetings, mannerisms, and relationships with family members. In grades 7-12 the focus will be on comparing and considering reasons for differences and similarities in customs in different groups.	I	D	DR	R
c) Understand that within a community there may exist one or several cultural, racial, or ethnic groups. The focus will be on identifying the different characteristics, traits, and heritages/traditions of people within the school and local community in (K-3), state and nation (4-6).	ID	D	R	R
d) Recognize the importance of being objective and fair in regard to cultural, racial, and ethnic groups other than their own as well as their own. In grades K-3 the focus will be on the need for fairness in human interactions. In grades 4-6 the focus will be on the need for fairness in human interactions in the community. In grades 7-9 the focus will be on the need for fairness in human interactions and the avoidance of stereotypes and ethnocentrism.	I	D	DR	R

	K/3	4/6	7/9	10/12
4. Understand diverse human cultures, customs, beliefs, and value systems. (Continued)				
e) Understand the components of culture.		ID	D	R
In grades 4-6 the focus will be on beliefs, artifacts, and aesthetic and religious expression.				
In grades 7-9 the focus will be on social organization, economic activities, and political life, e.g., family structure, career choices, impact of political parties.				
In grades 10-12 the focus will be on exploring social-cultural change in several cultures and will emphasize issues such as changing roles of men and women, changing family relationships, and the changing concept of work and success.				
f) Recognize that social-cultural change may create varying degrees of resistance and conflict.		ID	D	R
In grades 4-6 the focus will be on social-cultural change in Michigan (Grade 4), the United States (Grade 5), and selected cultures in Latin America (grade 6), and consideration of topics such as changes in family structure.				
In grades 7-12 the focus will be on exploring social-cultural change in several cultures worldwide and will emphasize issues such as changing roles of men and women, changing family relationships, and the changing concept of work and success.				
g) Recognize the importance of using the procedures understanding cultural groups other than their own.			I	R
In grades 7-12 the focus will be on the collection, analysis, and evaluation of cultural data reflecting objective, non-stereotyped thinking, such as conducting a survey and preparing a cross-cultural report.				

	K 3	4 6	7 9	10 12
4. Understand diverse human cultures, customs, beliefs, and value systems. (Continued)				
h) Understand the concept of culture.		I	I	DR

In grades 4-6 the focus will be on helping students begin to develop an initial understanding of how and why people differ from one group to another.

In grades 7-12 the focus will be on consideration of similarities and differences in norms, values, beliefs, and patterns of behavior of people in cultural groups from various areas of the world.

K/3	4/6	7/9	10/12

5. Understand the history and present state of their own and other cultures.

a) Know basic historical facts related to the development of the United States and other cultures. — I D DR R

(e.g., contributions of major figures; purposes of major documents and doctrines; results of major policies, legislative acts, and judicial cases; impact of economic, political, and social uprisings and renovations)

In grades K-3 the focus will be on holidays such as Thanksgiving, Columbus Day, and religious holidays; the birthdays of George Washington, Abraham Lincoln, and Martin Luther King.

In grade 4 the focus will be on people such as Cadillac, Father Marquette, Pontiac, and Sojourner Truth.

In grade 5 the focus will be on people such as George Washington, Thomas Jefferson, and Abraham Lincoln, and the purposes of the Declaration of Independence and the Constitution.

In grade 6 the focus will be on the history of selected Latin American countries.

In grade 7 the focus will be on the history of selected Eastern Hemisphere countries.

In grade 8 the focus will be on the contribution of explorers Columbus and Magellan; the contributions of George Washington, Thomas Jefferson, and Abraham Lincoln; the causes and effects of the Revolutionary War and the Civil War; the purposes of the Constitution, Bill of Rights and Amendments; and the development of early industrialization.

In grades 10-12 the focus will be on the development of diverse cultures in the United States from Reconstruction to the present.

	K/3	4/6	7/9	10/12
5. Understand the history and present state of their own and other cultures. (Continued)				
b) Understand urban, rural, and suburban development.	I	D	DR	R

(urban)(e.g., settlement patterns; population growth and shifts; involvement of federal and state governments; problems associated with urban development such as isolation, density, pollution, political fragmentation, housing, transportation, education)

(rural)(e.g., settlement patterns, population growth and shifts, involvement of federal and state governments; impact of changes in agriculture - mechanization, credit prices, marketing, production, specialization, subsidies, cooperatives; problems associated with rural development such as isolation, declining population, transportation, education, social services)

The focus wil be on families (grades K-1), neighborhoods (grade 2), and communities (grade 3) with emphasis in grade 3 on the development of communities, towns, and cities.

The focus in grade 4 will be on state and local growth patterns as well as the products and problems of each area.

The focus in grades 5 and 6 will be on developing an understanding of the terms urban, rural, and suburban areas, reasons for their development, and problems associated with the development of such areas.

In grades 7-9 the focus will be on causes and consequences of changes in housing, transportation, education, and agriculture in selected Eastern Hemisphere countries and the United States.

In grades 10-12 the focus will be on analysis of the causes of population shifts since Reconstruction.

	K/3	4/6	7/9	10/12

5. Understand the history and present state of their own and other cultures. (Continued)

c. Understand the impact of technology on society. I D DR R

(e.g., improved communications, development of large industries; mechanization of agriculture; mobility of work force, specialization of labor, changes in careers and occupations, growth of a service economy)

In grades K-3 the focus will be on community helpers, such as firefighters and police officers.

In grade 4 the focus will be on Michigan's transition from an agricultural to an industrial state.

In grades 5 and 6 the focus will be on the transition from manual power to water power; causes and consequences of industrialization in the United States (Grade 5) and Latin America (Grade 6); and causes and consequences of changes in the work force and career opportunities.

In grade 7 the focus will be on the impact of technologies on selected Eastern Hemisphere countries.

In grade 8 the focus will be on major inventions and innovations and their development, such as the cotton gin, the reaper, and the telegraph; and causes and effects of technological changes in the early history of the United States.

In grades 10-12 the focus will be on the social impact of technology from Reconstruction to the Information Age.

	K 3	4 6	7 9	10 12

5. Understand the history and present state of their own and other cultures. (Continued)

d) Understand changes in female and male roles.	I	D	DR	R

(e.g., sex stereotyping; discrimination in income, education, and employment, liberation and protest movements; governmental policies and laws; court decisions; changing roles due to technology and economic and political developments)

In grades K-3 the focus will be on introductory learning activities concerning similarities and differences in roles of males and females.

In grades 4-6 the focus will be on causes and consequences of changing roles of men and women in the United States.

In grades 7-9 the focus will be on causes and consequences of discrimination in areas such as income, education, and employment.

In grades 10-12 the focus will be on political and economic gains made by women since the late 1800s.

e) Understand that there are differences in family structure.	I	I	DR	R

In grades K-3 the focus will be on the children looking at the different types of family structures such as two-parent, single-parent, and blended families.

In grades 4-6 the focus will be on comparing and contrasting American family structure of today with other times.

In grades 7-9 the focus will be on comparing and contrasting family structure in different cultures.

In grades 10-12 the focus will be on social, political, and economic causes and the consequences of changes in family structures.

	K/3	4/6	7/9	10/12

5. Understand the history and present state of their own and other cultures. (Continued)

f) Understand changes in family, work, and population patterns. — I ID DR R

(family)(e.g., changes in the function, role, and size of families; effects of mobility on family life; impact of changes in other institutions on the family; differing familial structures; impact of increased life expectancy; impact of changing marital relationships)

(work)(e.g., changes in the work ethic, concepts of achievement and success, unemployment and underemployment patterns, effect of occupational mobility, impact of automation, development and influence of labor unions, the use of leisure time, importance of education and training)

In grades K-3 the focus will be on developing an awareness of varied work roles of the members in a family and/or community.

In grades 4-6 the focus will be on changes in past, present, and future occupations in Michigan (grade 4), United States (grade 5), and Latin America (grade 6).

In grade 7 the focus will be on past, present, and future occupations in the Eastern Hemisphere.

In grade 8 the focus will be on the causes and consequences of changes in family, work, and population patterns in the early history of the United States.

In grades 10-12 the focus will be on the causes and consequences of changes in family, work, and population patterns from the Reconstruction period to the present.

	K/3	4/6	7/9	10/12

5. Understand the history and present state of their own and other cultures. (Continued)

g) Identify occupations and career choices. I ID D R

In grades K-1 the focus will be on the awareness of present occupations in the local community.

In grades 2-3 the focus will be on the awareness of past, present, and future occupations in the local community.

In grades 4-6 the focus will be on past, present and future occupations in Michigan (grade 4), United States (grade 5), and Latin America (grade 6).

In grade 7 the focus will be on identifying and comparing occupations within selected cultures of the Eastern Hemisphere.

In grade 8 the focus will be on the historical development of careers and occupations in America.

In grades 10-12 the focus will be on the changing nature of the work place and the increasing difficulties of making career choices.

h) Understand the career decision-making and planning process. I ID D R

In grades K-3 the focus will be on developing an awareness of various careers in the community.

In grades 4-6 the focus will be on an awareness of various career choices at local, state, and national levels.

In grades 7-12 the focus will be on exploring career choices and making career decisions.

	K 3	4 6	7 9	10 12
5. Understand the history and present state of their own and other cultures. (Continued)				
i) Identify methods, processes, and effects of change and continuity.	I	I	D	R

(e.g., changes which have occurred since earlier times; predicting what future value systems or life styles might be like; predicting the form of future economic, political, or social orders; predicting the uses of technology in the future; projecting population trends)

In grades K-3 the focus will be on exposing the student to various neighborhood or community changes that could affect his/her life.

In grades 4-6 the focus will be on developing an understanding of some of the reasons for changes in society in Michigan (grade 4), the United States (grade 5) and the Western Hemisphere (grade 6).

In grade 7 the focus will be on the effects of traditions and customs upon social change in selected Eastern Hemisphere countries.

In grades 8-9 the focus will be on the causes and consequences of changes in the United States during the early period of the country's development.

In grades 10-12 the focus will be on the causes and consequences of changes in political, social, and economic thought in the United States from the Reconstruction period to the present.

K 3	4 6	7 9	10 12

5. Understand the history and present state of their own and other cultures. (Continued)

j) Understand changes in racial/ethnic relations. I D R

(e.g., contributions of various groups, immigration policies and settlement patterns, processes of acculturation, effects of discrimination and persecution, governmental policies, court decisions, desegregation of public facilities, awareness of needs, civil rights movements)

In grade 4 the focus will be on the causes and consequences of discrimination in relation to Blacks, Native Americans, Hispanics, Asian Americans, and women in Michigan.

In grades 5 and 6 the focus will be on the causes and consequences of persecution, discrimination, and slavery in relation to Blacks, Native Americans, Hispanics, Asian Americans, and women in the United States (grade 5) and the Western Hemisphere (grade 6). Emphasis will also be on progress which has been achieved in racial/ethnic/cultural relations.

In grade 7 the focus will be on understanding the changes in racial/ethnic relations in the Eastern Hemisphere compared with the United States.

In grades 8-9 the focus will be on the effects of persecution and discrimination as they relate to Native Americans and Blacks through the Civil War.

In grades 10-12 the focus will be on the effects of persecution and discrimination and resulting political and legal remedies as they relate to Native Americans, Blacks, and immigrants from Europe, Asia, and Latin America from Reconstruction to the present.

	K 3	4 6	7 9	10 12

5. Understand the history and present state of their own and other cultures. (Continued)

k) Understand persistent social problems. I D R

(e.g., aging, alienation, crime, drug abuse, health care, poverty, pollution, racism)

In grades 4-6 the focus will be on causes and consequences of problems such as aging, crime, drug abuse, health care, poverty, and pollution.

In grades 7-9 the focus will be on causes and consequences of problems such as aging, crime, drug abuse, poverty, and pollution.

In grades 10-12 the focus will be on causes and consequences of problems such as aging, alienation, crime, drug abuse, health care, poverty, pollution, and racism.

l) Understand the development of educational institutions. I D R

(e.g., development and organization of public education systems, effect of federal and state involvement, training of teachers, control of schools, costs of education, development of curricula, alternatives to public or formal education, equality of education)

In grades 4-6 the focus will be on similarities and differences in schools which exist today and those of an earlier time.

In grades 7-9 the focus will be on similarities and differences in schools in the United States and selected Eastern Hemisphere countries (grade 7) and a comparison of schools today and schools in earlier years of our history.

In grades 10-12 the focus will be on similarities and differences in United States' schools today and in the earlier years of our history.

5. Understand the history and present state of their own and other cultures. (Continued)

m) Understand the development of religious institutions. I D R

(e.g., origins of organized religious groups, basic tenets of various religious groups, historical events impacting religious groups, reform movements, constitutional view of relationship between church and state, judicial decisions relating to religious beliefs)

In grades 4-6 the focus will be on the development of an understanding of the religious groups which currently exist in Michigan (grade 4), the United States (grade 5), and in the Western Hemisphere (grade 6).

In grade 7 the focus will be on the development of understanding of the religious groups which exist in selected Eastern Hemisphere countries.

In grades 8-9 the focus will be on the development of religious groups and their impact on major historical events in the United States.

In grades 10-12 the focus will be on the diversity of religious groups and their impact on major historical events in the United States since Reconstruction.

	K/3	4/6	7/9	10/12

5. Understand the history and present state of their own and other cultures. (Continued)

n) Know historical influences on the development of the governmental system. I D R

(e.g., Greek democracy, Roman laws, European Enlightenment, English Common Law, federal principles of the Iroquois Nation)

In grades 4-6 the focus will be on the settling and development of Michigan (grade 4), the United States (grade 5), and the Western Hemisphere (grade 6).

In grade 7 the focus will be on exploration of some governmental systems in the Eastern Hemisphere.

In grades 8-9 the focus will be on the Magna Carta, the Declaration of Independence, and the United States Constitution.

In grades 10-12 the focus will be on the United States Constitution, its amendments, and social reform movements such as Populist and Progressive movements and Civil Rights.

o) Understand that people view the past differently. I D R

In grades 4-6 the focus will be on oral history, such as "tall tales" and folktales.

In grades 7-9 the focus will be on personal perceptions and their relationships to past experiences and historical events in the early history of the United States.

In grades 10-12 the focus will be on personal perceptions and their relationships to past experiences and historical events from Reconstruction to the present.

	K–3	4–6	7–9	10–12
6. Understand basic economics and economic systems.				
a) Understand basic economic concepts.	I	D	DR	R
(e.g., competition, production costs, scarcity, supply and demand, trade-offs) In grades K-3 the focus will be on identifying and distinguishing between wants and needs. In grades 4-6 the focus will be on limited resources and unlimited wants and how to satisfy as many wants as possible by using as few resources as possible. In grades 7-12 the focus will be on competition, production costs, trade-offs, and the role of profits.				
b) Understand the role of money in the economy.	I	D	DR	R
(e.g., inflation, deflation, depression, stagflation, recession) In grades K-6 the focus will be on recognition of monetary units and how these units are related to larger and smaller units, and money as a medium of exchange (5 pennies = 1 nickel = 5 pennies). In grades 7-12 the focus will be on mediums of exchange (money, credit cards, checks, barter) and comparing monetary units in different countries.				
c) Understand factors that influence economic behavior.	I	D	DR	R
(e.g., advertising, profits, wages, interest rates, rents, location, division of labor) In grades K-3 the focus will be on identifying similarities and differences in how children obtain and use money. In grades 4-9 the focus will be on identifying similarities and differences in how people obtain and use money. In grades 10-12 the focus will be on advertising, income, location, interest rates, profit motive, and division of labor.				

	K 3	4 6	7 9	10 12
6. Understand basic economics and economic systems. (Continued)				
d) Understand economic concepts as they apply to individual decision-making.	I	D	DR	R
(e.g., opportunity cost - time or money might be spent in some other way; cost benefit analysis - weighing consequences of how one spends his/her money and time)				
In grades K-3 the focus will be on identifying factors to consider when making purchases.				
In grades 4-6 the focus will be on weighing consequences of how one spends his/her money and time.				
In grades 7-12 the focus will be on opportunity cost (time or money might be spent in some other ways) and cost benefit analysis (weighing consequences of how one spends his/her money and time).				
e) Understand the basic functions of an economic system.		ID	DR	R
(e.g., identifying basic economic goals: freedom, economic efficiency, equity, full employment, price stability, security, growth, and environmental protection)				
In grade 4 the focus will be on how people in Michigan determine what to produce, how to produce, and for whom to produce.				
In grade 5 the focus will be on how people in the United States determine what to produce, how to produce, and for whom to produce.				
In grades 7-12 the focus will be on capitalism and socialism as economic systems.				

	K 3	4 6	7 9	10 12
6. Understand basic economics and economic systems. (Continued)				
f) Understand how a market economy works. (e.g., understanding the relationship between the basic economic resources of land (natural resources), labor (human and physical work plus managerial ability), and capital (human-made resources such as machines) In grades 4-6 the focus will be on natural resources in Michigan (grade 4) and the United States (grades 5-6) and the uses made of them. In grades 7-9 the focus will be on supply and demand and how prices are determined. In grades 10-12 the focus will be on the role of competition in a market economy.		I	DR	R
g) Understand the historic and current role of labor in our economic system. In grades 5-6 the focus will be on defining labor unions and why we have them. In grades 7-9 the focus will be on the organization of labor and the American labor movement. In grades 10-12 the focus will be on the organization of labor, labor leaders and labor legislation.		I	DR	R
h) Understand the relationship between the factors of production - land, labor, capital, and management in our economic systems. In grades 7-12 the focus will be on what constitutes land, labor, capital, and mananagement.			ID	R
i) Understand the relationship of government to the economy. (e.g., providing the broad framework of rules and regulations under which the economy and its participants operate; directing resources from private use to public use for defense, education, roads and other public purposes; altering the distribution of income and wealth; attempting to moderate recessions and inflation; regulating the monetary system; taxation)			ID	R

	K–3	4–6	7–9	10–12
6. Understand basic economics and economic systems. (Continued)				
j) Understand how savings and investments facilitate economic change and growth.			ID	R
k) Understand the relationship between specific economic goals and overall social goals. (e.g., automation may increase productivity but also may result in unemployment; governmental control of farm prices may help curb inflation but may also affect the independence of the farmer)			ID	R
l) Understand potential conflicts between basic economic goals. (e.g., full employment v. price stability; economic freedom v. economic security; economic growth v. environmental quality; national v. global interests)			I	DR
m) Identify similarities and differences between the economic system of the United States and that of other countries. (e.g., availability of resources, consumption patterns, distribution of income, economic planning, production levels, solutions to economic problems)			I	DR
n) Understand basic international economic concerns. (e.g., foreign exchange, balance of payments, formation of international organizations, foreign aid, protectionism, specialization)			I	DR
o) Understand development of labor/management relationships. (e.g., nature of business and labor organizations, specialization of labor, governmental legislation, and means of dealing with labor/management problems such as boycotts, picketing, strikes, injunctions, arbitration, collective bargaining)			I	DR

	K–3	4–6	7–9	10–12
7. Understand how to be an effective producer and consumer of goods and services.				
a) Understand factors that influence consumer behavior. In grades K-12 the focus will be on what we buy and why we buy (needs and wants, advertising, peer pressures).	I	DR	R	R
b) Give examples of their own limited resources and unlimited wants. In grades K-12 the focus will be on understanding the differences between what they have to spend and what they want.	I	DR	R	R
c) Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services. In grades K-12 the focus will be on advertising, use of coupons, sales, and good shopping practices.	I	DR	R	R
d) Identify deceptive sales techniques and practices. In grades K-12 the focus will be on advertising and packaging (TV ads, jingles, symbols, color, and prizes).	I	DR	R	R
e) Recognize the need to conserve energy. In grades K-3 the focus will be on turning off lights, use of water, saving paper, and other natural resources. In grades 4-6 the focus will be on saving energy at school and at home (lights, heat, water). In grades 7-9 the focus will be on the savings realized through energy conservation.	I	DR	R	R
f) Identify situations in which cost benefit analysis reveals the nature of public policy decisions on consumer economic issues. In grades 7-9 the focus will be on services provided by public funds (road construction, crime prevention and protection, education).			I	DR

	K–3	4–6	7–9	10–12
7. Understand how to be an effective producer and consumer of goods and services. (Continued)				
g) Identify various ways in which members of a household must know and use mathematics to make sound consumer decisions. In grades 4-6 the focus will be on an application of mathematics to everyday life, such as comparison shopping. In grades 7-12 the focus will be on how mathematics is used in developing individual and family budgets, balancing check books, interest charged, and comparative shopping.		I	ID	R
h) Identify the common causes of consumer complaints and redress procedures. In grades 4-12 the focus will be on defective products and poor services and what redress procedures are available.		I	ID	R
i) Recognize the relationship between the protection of consumer rights at various levels of government and the exercise of individual responsibility by both consumers and providers of goods and services. In grades 7-12 the focus will be on federal, state, and local consumer protection legislation.			ID	R
j) Locate reliable sources of information which consumers may use to help them make better informed purchases and help them become more effective in their role as consumer citizens.			ID	R
k) Recognize that consumer decisions to use or conserve energy resources have both individual and aggregate effects, as well as short and long term consequences. In grades 4-12 the focus will be on an awareness of individual efforts and impacts on energy conservation.		I	ID	DR
l) Recognize that financial institutions and services are in the process of major transition, requiring frequent study and analysis by consumers to be able to protect financial resources.			ID	R
m) Analyze the relationship between consumer decisions on diet and health care.			ID	R

	K-3	4-6	7-9	10-12
8. Understand geographic principles/concepts including relationships between people and the physical environment and the significance of place, location, region, interaction, and diffusion.				
a) Define the terms environment, place, location, region, and interaction.	I	DR	R	R
b) Describe the physical environment.	ID	D	DR	R

a) (e.g., environment - the living and non-living surrounding, place - any area of the earth, location - where a place is with respect to other places, region - an area of the earth having similar characteristics, interaction - movement or communication between places)

In grades K-1 the focus will be on the term "place."

In grades 2-3 the focus will be on the terms "environment," "place," and "location."

In grades 4-6 the focus will be on the terms listed above and on the similarities and differences between Michigan (grade 4), the United States (grade 5), and Latin America (grade 6).

In grades 7-12 the focus is on the terms listed above as the basis of a geographic perspective.

b) (e.g., air, water, sunlight, local physical features, climate, vegetation, and landforms)

In grades K-3 the focus is on developing an awareness of the neighborhood or community physical environment.

In grades 4-6 the focus is on learning about the physical environment of Michigan (grade 4), the United States (grade 5), and Latin America (grade 6).

In grades 7-12 the focus is on learning about the physical environment of selected regions in the Eastern Hemisphere.

	K-3	4-6	7-9	10-12
8. Understand geographic principles/concepts including relationships between people and the physical environment and the significance of place, location, region, interaction, and diffusion. (Continued)				
c) Understand how the physical environment is used to meet human needs and wants. (e.g., how air, land, water, and sunlight provide resources for food, clothing, and shelter) In grades K-3 the focus will be on what individuals need to survive and how the natural environment can be used to meet those needs. In grade 4 the focus will be on Michigan resources. In grade 5 the focus will be on how human needs and wants and resources have changed. In grade 6 the focus will be on the exchange of resources between countries in the Western Hemisphere. In grades 7-12 the focus will be on meeting a country's needs and wants in a global economy.	ID	D	R	R
d) Describe how people have responded to the physical environment. (e.g., differences in food, clothing, shelter, occupations) In grades K-3 the focus will be on how communities meet basic needs in a variety of ways. In grades 4-6 the focus will be on understanding how people respond to their environment in different ways in the regions studied. In grades 7-12 the focus is on understanding how different contemporary cultures respond to their environment in different ways in selected regions of the World.	I	D	DR	R

8. Understand geographic principles/concepts including relationships between people and the physical environment and the significance of place, location, region, interaction, and diffusion. (Continued)

e) Identify the locations and characteristics of major places. I D DR R

(e.g., locations within the community, the community within the state, the state in the country, and the country in the world; locations of continents and oceans; cities, states, natural features)

In grades K-3 the focus will be on identifying important physical features within the neighborhood and community.

In grades 4-6 the focus will be on learning where places are located in Michigan (grade 4), the United States (grade 5), and the Western Hemisphere (grade 6).

In grades 7-12 the focus will be on learning where major places are located in selected countries of the Eastern Hemisphere.

f) Understand why people, things, activities, are located where they are. ID D DR R

(e.g., the location of services such as police, fire stations, grocery stores within the community, and the location of the community itself; economic activities such as agriculture, industry, services; the location of major cities or political boundaries when appropriate)

In grades K-3 the focus will be on having students investigate possible reasons why things are located where they are.

In grades 4-6 the focus will be on having the student continue to investigate why things are located where they are, and to study the impact the location of activities has on Michigan (grade 4), regions of the United States (grade 5), and on the Western Hemisphere (grade 6).

In grades 7-12 the focus will be on having the student continue to ask why things are located where they are, and to study the impact the location of activities has on selected regions and countries in the Eastern Hemisphere.

	K-3	4-6	7-9	10-12

8. Understand geographic principles/concepts including relationships between people and the physical environment, and the significance of place, location, region, interaction, and diffusion. (Continued)

g) Understand how people change the physical environment. — I D R R

(e.g., impact on air, water, and vegetation)

In grades K-3 the focus will be on how people can change the environment.

In grades 4-6 the focus will be on how the environment is changed, and the consequences of the changes for the area studied, (Michigan [grade 4], United States [grade 5], and the Western Hemisphere [grade 6]).

In grades 7-12 the focus will be on how the environment is changed especially as a result of population pressure, and the consequences of the changes for the area studied (Eastern Hemisphere).

h) Describe the location and characteristics of major regions. — I D DR R

(e.g., economic, physical, and cultural sub-regions within the area being studied and the region as a part of larger world patterns)

In grades K-2 the focus will be on characteristics of students' neighborhood.

In grade 3 the focus will be on distinguishing the difference between cities, suburbs, and rural areas.

In grades 4-6 the focus will be on learning the similarities and differences among regions in Michigan (grade 4), the United States (grade 5), and the Western Hemisphere (grade 6).

In grades 7-12 the focus will be on learning the similarities and differences between regions. Students should be able to describe the major sub-regions in the areas studied, as well as continuing to learn major world patterns such as climate (tropical, arid, mid-latitude, and arctic), economic development (developed/ developing), political organization (democratic, communist, non-aligned), and culture.

	K/3	4/6	7/9	10/12

8. Understand geographic principles/concepts including relationships between people and the physical environment, and the significance of place, location, region, interaction, and diffusion. (Continued)

i) Describe the interactions which take place within the regions and between regions. — I D DR R

(e.g., imports and exports, communication)

In grades K-3 the focus will be on having students understand how people in a community depend on each other.

In grades 4-6 the focus will be on having students understand the interdependence of people within Michigan (grade 4), the United States (grade 5), and the Western Hemisphere (grade 6).

In grades 7-12 the focus will be on having students describe the causes and consequences of different kinds of interactions, and to examine the degree of interdependence between regions. The focus should include not only trade in raw materials such as oil but also manufactured goods such as cars.

j) Describe how culture changes as a result of the diffusion of ideas and the migration of people. — I D R R

(e.g., the spread of cultures through migration; the spread of ideas such as political systems and religions, and the spread of technology)

In grades K-3 the focus will be on having children learn that communities are made up of people with varied ethnic and cultural backgrounds.

In grades 4-6 the focus will be on learning about diffusion as a way of understanding cultural change through a variety of media and the movement of people.

In grades 7-12 the focus is on learning concepts associated with diffusion as a way of understanding cultural change and the spread of ideas. Students should be able to describe the diffusion of an idea (such as Christianity or Islam, or political systems such as democracy, communism), including where it started, how it spread, how long it took, the means by which it spread, barriers to its spread, consequences of the diffusion, who adopted the idea, the advantages of the idea over competing ideas, and how the idea changed as it spread.

	K/3	4/6	7/9	10/12
9. Know the main structure and functions of government.				
a) Know the purposes of government.	I	DR	R	R

(e.g., preservation of peace; protection of physical safety, personal freedom, and private property; allocation and conservation of resources)

In grades K-3 the focus will be on the reasons for school rules and how they are made.

In grades 4-6 the focus will be on the needs of people living in a modern society, and the services provided by governments such as fire/ police protection, armed forces, streets and highways, water and sewer systems, health, education, and recreation.

In grades 7-9 the focus will be on differing interpretations of the purposes of government in capitalistic, socialistic, and communistic systems.

In grades 10-12 the focus will be on the theories, roles, and processes of government at the federal, state, and local level.

b) Understand the range and importance of decisions made by state and local government.	I	I	ID	R

(e.g., local government decides to widen a street and assess property holders for the cost; the state decides to increase a highway user tax; a local school board decides to cut back on extracurricular activities because of budget problems; the state decides to grant property tax relief)

In grades K-3 the focus will be on identifying rules at home and school.

In grades 4-6 the focus will be on comparing the formal and informal decision-making processes within the home and school. (Written rules of classrooms/schools are formal; unwritten rules of family/peers are informal.)

In grades 7-9 the focus is on developing an understanding of the formal and informal decision-making process at the local and state levels of government.

In grades 10-12 the focus will be on the immediate influences of local, state, and national government decisions.

	K 3	4 6	7 9	10 12
9. Know the main structure and functions of government. (Continued)				
c) Associate governmental actions with the appropriate level of government.	I	D	R	R

(e.g., local-police, fire water, sewer; state-education, licensing; federal-national defense, foreign relations, coin money; concurrent powers-taxation, highways, public welfare)

In grades K-3 the focus will be on the need for responsible authority to maintain a safe and orderly environment; that parents, teachers, and principals are responsible for enforcing rules at home and school; and, referees and umpires are responsible for enforcing rules in athletic games or contests.

In grades 4-6 the focus will be on contemporary examples of governmental actions such as state hunting and fishing regulations; seat belt laws that are state mandated; curfews for young people that are enforced locally; and immigration laws that are enforced by the federal government.

In grades 7-12 the focus will be on identifying the jurisdictions of local, state, and national levels of government such as local - police, fire, water, sewer; state - education, licensing; federal - national defense, foreign relations, coin money; concurrent powers - taxation, highways, public welfare.

K–3	4–6	7–9	10–12

9. Know the main structure and functions of government. (Continued)

d) Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions, and laws. I ID R

(e.g., representative government based on the consent of the governed; basic rights such as freedom of expression and belief, freedom from arbitrary governmental action, and equality of opportunity)

In grades 4-6 the focus will be on justice and on the freedom of expression and belief in Michigan (grade 4), the United States (grade 5), and the Western Hemisphere (grade 6).

In grades 7-12 the focus will be on identifying common principles underlying individual freedoms and responsibilities such as representative government based on the consent of the governed; basic rights such as freedom of expression and belief, freedom from arbitrary government action, and equality of opportunity.

	K 3	4 6	7 9	10 12
9. Know the main structure and functions of government. (Continued)				
e) Understand the organization and functions of state and local governments and their relationships to the federal government. (e.g., executive, legislative, and judicial branches of local and state government; terms such as mayor, county commissioner, village, county, township, council, school board; and examples of local and state government responsibilities and authority) In grades 4-6 the focus will be on understanding terms such as mayor and school board. In grades 7-12 the focus will be on the hierarchy of powers between levels of government.		I	I	DR
f) Understand how decisions made by various levels of government are interdependent. In grades 4-6 the focus will be on cooperation between various police agencies and local governmental units. In grades 7-12 the focus will be on coordination and cooperation between state and federal levels of government.		I	I	DR

	K 3	4 6	7 9	10 12
9. Know the main structure and functions of government. (Continued)				
g) Understand the limits on decision-making powers of the government.		I	ID	R
(e.g., constitutional constraints such as due process, system of checks and balances; political constraints such as the impact of public opinion and various interest groups; practical constraints such as the cost and time needed to carry out legislation)				
In grades 4-6 the focus will be on constitutional protections of individual freedoms and rights.				
In grades 7-9 the focus will be on constitutional protections of individual freedoms and rights and on the incumbent responsibilities to respect and maintain these freedoms and rights for all persons (First Amendment rights).				
In grades 10-12 the focus will be on the constitutional protections exemplified by checks and balances, federalism, separation of powers, and the Bill of Rights guarantees.				
h) Understand the legislative process.		I	I	DR
(e.g., sponsorship of bills, introduction of bills, U.S. House of Representatives and U.S. Senate committee meetings, passage of legislation)				
In grades 4-6 the focus will be on how students can become involved in the legislative process at the local and state level.				
In grades 7-12 the focus will be on the introduction, procedure, compromise, and political nature of lawmaking.				

K 3	4 6	7 9	10 12

9. Know the main structure and functions of government. (Continued)

i) Understand voter behavior. I ID DR

(e.g., who participates, why and to what extent; the characteristics of voters and nonvoters; why people do or do not vote the way they do; the impact of the media; and Political Action Committees.

In grades 4-6 the focus will be on who will vote and why in connection with current local, state, and federal elections.

In grades 7-9 the focus will be on the electoral process at the local and state level.

In grades 10-12 the focus will be on the importance of voter participation in a democratic society and the factors influencing voter behavior.

j) Understand the role of political parties. I D R

(e.g., the development of the two-party system and the role of other parties; the structure and composition of the political parties; the various functions that political parties serve such as stimulating political interests, bringing together diverse interests, recruiting members and political leaders, selecting and nominating candidates for office)

In grades 4-6 the focus will be on developing an awareness of the existence of political parties.

In grades 7-12 the focus will be on the historical development of political parties and their roles.

	K 3	4 6	7 9	10 12
9. Know the main structure and functions of government. (Continued)				
k) Associate excerpts from the Declaration of Independence, Bill of Rights, state constitution, and a local city or township charter with the proper document. In grades 5-6 the focus will be on identifying excerpts from the Preamble to the Constitution (e.g., "We, the people. . .") and the Declaration of Independence (e.g., ". . . life, liberty and the pursuit of happiness"). In grades 7-12 the focus will be on identifying the powers and jurisdictions of federal, state, and local governments as written in their constitutions or charters.		I	ID	DR
l) Understand how, when, and with what qualifications public officials are nominated, elected, or appointed. In grades 4-6 the focus will be on identifying types of elected positions. In grades 7-12 the focus will be on the methods by which public officials assume office and the qualifying criteria for their nomination, election, or appointment, and terms such as primaries, conventions, elections, coups, caucuses.		I	I	DR
m) Understand how public officials can be removed from office. (e.g., resignation, recall, impeachment) In grades 4-6 the focus will be on an awareness that officials can be removed from office. In grades 7-12 the focus will be on resignation, recall, and impeachment.		I	ID	DR

	K 3	4 6	7 9	10 12
9. Know the main structure and functions of government. (Continued)				
n) Understand registration and voting processes. (e.g., age and residence qualifications, use of voting machines, voting fraud, political machines, "voting the graveyard," mock election, student government elections) In grades 4-6 the focus will be on activities such as mock elections. In grades 7-12 the focus will be on the reasons behind registration and voting procedures and on the electoral process at state and local levels.		I	I	DR
o) Recognize the legality and constitutionality of individual and group actions. (e.g., limitations on freedom: freedom of expression does not protect slander, profanity, or situations creating "a clear and present danger") In grades 4-6 the focus will be on the right to disagree. In grades 7-12 the focus will be on legitimacy of dissent and avenues available for expressing divergent opinions such as free speech, petition, assembly, and press.		I	ID	DR

	K 3	4 6	7 9	10 12
9. Know the main structure and functions of government. (Continued)				
p) Understand interpretations of basic political principles in different periods of U.S. history. (e.g., pro/anti-federalist disputes, implied vs. expressed powers, Marbury v. Madison, abolitionist v. slavery, states' rights v. federal authority) The focus in grades 7-12 will be on conflicting interpretations of the Constitution such as pro/anti-federalist disputes, implied vs. expressed powers, Marbury v. Madison, abolitionist v. slavery, states' rights v. federal authority.			I	DR
q) Identify the principles and purposes in the political systems of the United States and other nations. (e.g., compare unitary, federal, and confederate systems. Contrast with monarchy, dictatorship, oligarchy.) In grades 7-12 the focus will be on comparing and contrasting the political system of the U.S. with other political systems.			I	DR
r) Understand the organization and functions of the executive, legislative, and judicial branches and independent regulatory agencies of the federal government. (e.g., executive: enforces law; legislative: makes law; judicial: interprets law; independent regulatory agencies: administer policies) In grades 7-9 the focus will be on identifying the three branches of government, at the local, state, and federal level, and knowing the duties of each as provided in the U.S. Constitution. In grades 10-12 the focus will be on identifying the three branches of government at the federal level and the functions of the regulatory agencies.			ID	DR

	K 3	4 6	7 9	10 12

9. Know the main structure and functions of government. (Continued)

s) Understand the changing roles of various levels and branches of government. — ID DR

(e.g., changing functions and power of the President, U.S. Congress, U.S. Supreme Court; the development and power of regulatory agencies and the civil service; presidential veto powers; Supreme Court's assumption of judicial review; filibusters in legislative branch)

In grades 7-12 the focus will be on the historical development of the three branches of the federal government (Congress, President, Supreme Court).

t) Understand the range and importance of decisions made by the various branches and independent regulatory agencies of the federal government. — DR

(e.g., tariffs, immigration laws, land grants, boycotts (i,e, embargo), foreign policy, federal reserve, prime rate)

In grades 7-12 the focus will be on the social, economic, and political effects of governmental decisions such as boycotts, tariffs, immigration laws, and land grants.

u) Identify the forms of government. — ID R

(e.g., unitary or parliamentary, federal, confederate, anarchy, totalitarian, dictatorship)

v) Understand influences on governmental decision-making. — ID R

(e.g., judicial decisions and initiatives, public opinion and special-interest group lobbying, voter blocks, the media, personal prestige and appeal, political party work and contributions, political bargaining and favors)

In grades 7-12 the focus will be on how public involvement, awareness, and pressure can affect decisions made by government.

	K–3	4–6	7–9	10–12

9. Know the main structure and functions of government. (Continued)

w) Identify similarities and differences in political decision-making in the United States and other nations. — I DR

In grades 7-12 the focus will be on who makes political decisions in different countries and how they are made such as majority/minority rule, political parties, charismatic leadership, governing bodies duly elected, military dictatorship.

x) Associate national, state, and local problems with appropriate governmental agency or department. — ID R

In grades 7-12 the focus will be on identifying the level of government and agency having primary responsibility for addressing a specific problem.

y) Understand the role of interest groups. — ID R

(e.g., development of interest groups; structure and composition of interest groups; various functions of interest groups such as lobbying for special needs, enhancing political mobilzation, influencing public policy decisions; comparison of the interest groups in the United States with those in other countries)

In grades 7-12 the focus will be on identifying the purposes behind lobbying efforts of several historically significant interest groups, such as Committees of Correspondence, Federalists and the Federalist papers, abolitionists and the Fugitive Slave Act, Temperance movement.

	K–3	4–6	7–9	10–12
10. Understand the organization of human societies.				
a) Compare customs and habits of groups.	I	D	D	R

In grades K-3 the focus will be on differences and similarities in families such as structure, foods, and holiday customs.

In grades 4-6 the focus will be on social differences and similarities among groups such as family structures and peer group influence.

In grades 7-12 the focus will be on economic and political differences and similarities among groups, such as the makeup of political parties, the distribution of resources.

b) Understand ways groups are interdependent, cooperative, and competitive.	I	D	R	R

(e.g., city dwellers depend on farmers for food and farmers depend on city dwellers for income; political parties depend on interest groups to produce votes and interest groups depend on political parties for services; business and labor cooperate to acquire a governmental contract; the PTA, school board, teachers union and state education agencies cooperate to get a school bond passed; political groups form a coalition to lobby for legislation; businesses compete for customers by cutting prices; politicians compete for votes by campaigning; sports teams compete for championships by playing against one another; nations engage in arms races)

In grades K-3 the focus will be on how families are interdependent and cooperative.

In grades 4-6 the focus will be on how groups in communities are interdependent and cooperative.

In grades 7-12 the focus will be on how groups in various cultures are interdependent and cooperative.

	K/3	4/6	7/9	10/12
10. Understand the organization of human societies. (Continued)				
c) Understand types of conflicts between groups and ways conflicts are resolved.	I	D	D	R
(e.g., wars, riots, strikes, boycotts, demonstrations, bargaining, mediation, conquest, judicial decisions, subjugation)				
In grades K-3 the focus will be on conflicts and conflict resolution in the family and the school.				
In grades 4-6 the focus will be on conflicts and conflict resolution among peer, family, school, and local community groups.				
In grades 7-12 the focus will be on conflicts and conflict resolution among different cultural, racial, and ethnic groups.				
d) Understand how and why groups differ.	I	D	D	R
In grades K-3 the focus will be on family and school groups.				
In grades 4-6 the focus will be on peer groups, social groups, and other types of groups.				
In grades 7-12 the focus will be on identifying and analyzing how the geographical environment; historical tradition; and political, social, and economic organizations contribute to differences among cultural groups.				

	K–3	4–6	7–9	10–12
10. Understand the organization of human societies. (Continued)				
e) Understand the decision-making processes used by groups. In grades K-3 the focus will be on understanding how decisions are made within family and school groups. In grades 4-6 the focus will be on understanding how decisions are made within the family, school, and local groups. In grades 7-12 the focus will be on understanding how decisions are made within various social, political, and economic groups at the state and national level.	I	D	D	R
f) Identify the variety of institutions and groups and the functions of those institutions and groups. In grades 4-6 the focus will be on social groups and institutions such as the family, the school, religion, and education. In grades 7-12 the focus will be on political and economic groups such as political parties, League of Women Voters, consumer advocates.		I	D	R
g) Understand why human beings form institutions and groups. (e.g., mutual interests, needs, beliefs and values) In grades 7-12 the focus will be on reasons such as common interests, needs, beliefs, and values.			I	D R

	K/3	4/6	7/9	10/12

10. Understand the organization of human societies. (Continued)

h) Understand the relationships among institutions, groups, and individuals. — I D R

(e.g., influence of individual efforts on groups and institutions, impact of institutions on family and individual living, group interactions with institutions)

In grades 4-6 the focus will be on how students can influence their school.

In grades 7-12 the focus will be on topics such as the influence of individual efforts on groups and institutions, the impact of institutions on family and individual living, and ways groups interact with institutions.

i) Understand the changing nature of institutions and groups over time. — I D R

(e.g., changes resulting from industrialization, urbanization, political and social revolutions)

In grades 4-6 the focus will be on topics such as industrialization, urbanization, and migration.

In grades 7-12 the focus will be on topics such as industrialization, urbanization, migration, and political and social revolutions.

	K/3	4/6	7/9	10/12
11. Understand the relationships between individuals and groups.				
a) Identify the variety of roles one can have within a group. (e.g., leader, mediator, facilitator, follower) In grades K-3 the focus will be on the roles within family and school groups, e.g., leader, follower, mediator. In grades 4-12 the focus will be on the influence and roles of leaders, mediators, and followers.	I	D	R	R
b) Understand that the role within a group may be assigned or achieved. (e.g., by sex, race, income, education, birthright, family status, expertise) In grades K-3 the focus will be on family and school groups. In grades 4-6 the focus will be on family, school, and peer groups. In grades 7-12 the focus will be on how factors such as income, education, family status, expertise, and age may affect group roles.	I	D	R	R
c) Understand reasons why there are different roles within groups. (e.g., to accomplish complex tasks, to maintain power structures, to promote values, to maintain traditions) In grades K-3 the focus will be on the family and the school. In grades 4-12 the focus will be on reasons such as accomplishing complex tasks and maintaining traditions.	I	D	R	R

	K/3	4/6	7/9	10/12
11. Understand the relationships between individuals and groups. (Continued)				
d) Understand the possible advantages and disadvantages of belonging to a variety of groups. (e.g., exposure to different experiences and understandings, conflicts arising from membership in groups having different standards) In grades K-3 the focus will be on the family and the school and consideration of advantages such as promoting a sense of belonging. In grades 4-12 the focus will be on advantages such as exposure to different experiences and disadvantages such as conflicts which arise from groups having different standards or values.	I	D	D	R
e) Understand that multiple loyalties and responsibilities result from belonging to a variety of groups. In grades 4-12 the focus will be on the family, the school, and peer groups.		I	D	R
f) Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups. In grades 4-12 the focus will be on the family, school groups, and extracurricular groups.		I	D	R
g) Understand how groups influence behavior. In grades 4-12 the focus will be on such measures as incentives, threats, acceptance, rejection, and rewards.		I	D	R
h) Understand how individual perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify. In grades 7-12 the focus will be on the influence of groups, families, peer groups, ethnic groups, political groups.			ID	R

	K/3	4/6	7/9	10/12
11. Understand the relationships between individuals and groups. (Continued)				
i) Recognize that there are important values and behaviors that develop outside of a group's influence. (e.g., independence, self-reliance, solitude) In grades 4-12 the focus will be on peer pressure versus home influence.		I	ID	R
j) Understand the ways different groups react to similar social issues. (e.g., rearing of young, treatment of elderly, poverty, male/female roles in society, career/education decisions) In grades 4-6 the focus will be on how families differ in such practices as child rearing. In grades 7-12 the focus will be on how various social groups differ in such practices as treatment of elderly and male/female roles.		I	ID	R

	K/3	4/6	7/9	10/12
12. Understand the psychology of human behavior.				
a) Understand the effect of family interaction on a child's development. In grades K-3 the focus will be on the structure of the family. In grades 4-6 the focus will be on common family events. In grades 7-12 the focus will be on family relationships.	I	I	I	DR
b) Understand the effects of biological factors on human behavior. In grades K-3 the focus will be on biological factors such as sleep and nutrition. In grades 4-6 the focus will be on biological factors such as sleep, nutrition, and substance use/abuse. In grades 7-12 the focus will be on biological factors such as sleep, nutrition, substance use/abuse, and the effects of heredity and environment on human behavior.	I	I	I	DR
c) Understand verbal and non-verbal indicators of attitude. In grades K-3 the focus will be on aspects such as facial expressions, vocabulary, and tone of voice. In grades 4-12 the focus will be on the positive and negative aspects of indicators such as facial expressions, verbal abuse, and positive verbal reinforcement.	I	I	I	DR

	K/3	4/6	7/9	10/12
12. Understand the psychology of human behavior. (Continued)				
d) Understand the influence of self-concept, perception, role expectations, and role conflicts on personal behavior. In grades K-3 the focus will be on the development of a positive self-concept. In grades 4-6 the focus will be on how people think of themselves, how they see things, and how they are expected to behave. In grades 7-9 the focus will be on the relationships between personal and group behaviors and how people think of themselves, how they see things, and how they are expected to behave. In grades 10-12 the focus will be on topics such as increasing expectations, extracurricular activities, jobs, and quantity of roles.	I	I	I	DR
e) Understand the effects of significant emotional and life stage events on human behavior. In grades 4-12 the focus will be on family crises such as birth of siblings, death, divorce, moving from one location to another, and changing peer groups.		I	I	DR
f) Understand and accept one's own value system and the value systems of others. In grades 4-12 the focus will be on identifying and understanding one's own values and recognizing the value systems of others.		ID	D	R
g) Understand and develop the interpersonal skills needed to interact with others. In grades 4-12 the focus will be on attitudes and skills such as tolerance, open-mindedness, cooperation, respect, and self-confidence.		ID	D	R

	K 3	4 6	7 9	10 12
12. Understand the psychology of human behavior. (Continued)				
h) Understand and accept the responsibility and consequences of personal and group decisions.		ID	D	R
In grades 4-6 the focus will be on the consequences of such decisions as joining extracurricular activities, choosing a peer group, spending leisure time, and drug usage.				
In grades 7-12 the focus will be on the consequences of such decisions as joining extracurricular activities, choosing a peer group, spending leisure time, dropping out of school, drug usage, taking a job, and choosing courses.				
i) Understand the effects of change upon the individual.		ID	D	R
In grades 4-12 the focus will be on the effects of changes in family structure, moving, changing peer groups, physical development, and school progress.				

DEMOCRATIC VALUES GOALS AND OBJECTIVES

	K/3	4/6	7/9	10/12
1. Develop awareness and concern for the rights and well-being of others.				
a) Show concern for the well-being of others' rights. (e.g., right to security, equal opportunity, honesty, respect of others' legal rights, respect for property)	ID	DR	DR	R
b) Show concern for the dignity of others. (e.g., consideration for others; empathy)	I	DR	DR	R
c) Be aware of the distinctive characteristics of others. (e.g., learning disabled, academically talented, handicapped, aged, and size)	I	D	DR	R

	K/3	4/6	7/9	10/12
2. Develop a positive self-concept, which includes an awareness of one's self worth, values, ethnic background, and culture.				
a) Recognize the way in which activities reflect one's own personal values. (e.g., customs, holidays, clubs, groups) In all grades the focus will be on identifying activities of personal value.	I	D	D	R
b) Become aware of family and peer values. In all grades the focus will be on students identifying their own family and peer values.	I	DR	DR	DR
c) Respect for one's own heritage and background. (e.g., contributions and uniqueness) In all grades the focus will be on identifying contributions by people from a variety of ethnic/cultural groups.	I	D	D	DR
d) Realize how personal behavior and learning experiences contribute to a positive self-concept. (e.g., successful learning experiences and goal attainment)	I	D	R	R
e) Recognize acceptable criteria for judging individual actions in a democracy. In all grades the focus will be on recognizing what is fair, just and honest; and on being objective.	I	D	R	R

	K/3	4/6	7/9	10/12
3. Develop an understanding of the values, ethnic background, and cultures of people from a variety of racial/ethnic/cultural groups.				
a) Recognize that ethnic backgrounds and culture determine people's values. In grades K-12 the focus will be on identifying customs, beliefs, and behaviors associated with particular groups.	I	D	DR	R
b) Be aware of positive attributes of individuals worthy of emulation from a variety of cultural groups, including the groups which make up the American society. (e.g., Blacks, Hispanics, Native Americans, Arabic Americans, Asian Americans, women, handicapped, and aged)	I	D	DR	DR
c) Recognize undesirable behaviors. In grades K-3 the focus will be on recognizing undesirable behaviors such as name calling, discriminating behavior. In grades 4-6 the focus will be on prejudice. In grades 7-12 the focus will be on stereotyping.	I	DR	DR	R
d) Recognize commonalities and differences among beliefs, values, and behaviors of people from a variety of racial/ethnic/cultural groups. In grades K-12 the focus will be on the concept of cultural pluralism and groups that make up the American society such as Blacks, Hispanics, Native Americans, Arabic Americans, women, handicapped, and aged.	I	D	DR	R
e) Be aware of ways of positively interacting with others of varying backgrounds. In grades K-12 the focus will be on activities that deal with problem-solving and conflict resolution; and ways of sharing, listening, participating in groups, and cooperating.	I	D	DR	R

	K 3	4 6	7 9	10 12
3. Develop an understanding of the values, ethnic background and culture of people from a variety of racial/ethnic/cultural groups. (Continued)				
f) Show respect for the dignity and worth of those who belong to a variety of cultural, racial, or ethnic groups.	ID	D	D	DR

In grades K-3 the focus will be on obtaining accurate and positive information, both current and historical, about people who belong to the various groups in their community.

In grades 4-12 the focus will be on obtaining accurate and positive information, both current and historical, about people who belong to the various groups which make up the American society.

	K/3	4/6	7/9	10/12
4. Develop a reasoned commitment to the principles and values which sustain a democracy.				
a) Accept the rights and responsibilities of democratic citizenship. (e.g., cooperation, participation, and good conduct) In grades K-6 the focus will be on classroom procedures and rules, school rules, community rules, and laws. In grades 7-12 the focus will be on developing student involvement in voluntary community activities and the election process.	ID	D	D	DR
b) Respect the right of all to present different points of view in the classroom. (e.g., all sides of an issue)	ID	DR	DR	DR
c) Respect the right of all to present different points of view in the community. (e.g., freedom of speech, thought, assembly, worship, inquiry, and expression) In grades K-12 the focus will be on the encouragement of free speech and thoughts and respect for the rights of others through show-and-tell and small group work.	I	D	D	DR
d) Respect and support the role and function of laws in a democracy. (e.g., to protect individual and group rights, liberties, safety, and property) In grades K-3 the focus will be on classroom procedures and rules, school rules, and laws in a community. In grades 4-12 the focus will be on state laws, national laws, and international laws, where applicable.	I	D	DR	R

	K 3	4 6	7 9	10 12
4. Develop a reasoned commitment to the principles and values which sustain a democracy. (Continued)				
e) Respect and support the role and function of responsible dissent in a democracy. (e.g., right to petition, right to strike, recall, revolution, right to disagreement) In grades K-3 the focus will be on disagreement and stating why the right to disagree is legitimate. In grades 4-6 the focus will be on basic freedoms. In grades 7-12 the focus will be on governmental and human rights.	I	D	D	DR

	K/3	4/6	7/9	10/12
5. Develop a commitment to participate in society and governments both as an individual and as a member of a group.				
a) Be aware of responsibilities people have to maintain in a democratic society. At all levels the focus will be on developing and complying with classroom/school rules, local, state, and federal laws, being well informed, and voting.	ID	D	D	R
b) Recognize characteristics of a good leader. (e.g., compassion, empathy, intelligence, impartiality, honesty, charisma)	I	D	D	R
c) Recognize examples of equity. (e.g., rules which apply to an entire group)	ID	D	DR	R
d) Recognize examples of injustices. In grades K-3 the focus will be on examples of apparent and actual cases of unfairness in the classroom and on the playground. In grades 4-6 the focus will be on identifying examples of unfairness in the community and state, past and present. In grades 7-12 the focus will be on identifying examples of injustices in the United States and elsewhere in the world, past and present.	ID	D	DR	R
e) Defend rights and liberties of all people. (e.g., use of economic sanctions in S. Africa, political freedom, boycotts, strikes, editorials, demonstrations, and pressure groups)	I	D	D	DR

	K 3	4 6	7 9	10 12
5. Develop a commitment to participate in society and governments both as an individual and as a member of a group. (Continued)				
f) Support equal opportunity.	I	D	D	DR
In grades K-6 the focus will be on developing a commitment to respect the rights of others and accepting the rights and responsibilities of citizenship within their classrooms, schools, and communities.				
In grades 7-12 the focus will be on understanding the concept of "rights and responsibilities in a democracy" and the development of a willingness to support and work for the concept of equal opportunity.				
g) Recognize and encourage ethical and lawful behavior in others.	I	ID	D	DR
(e.g., serving as a model of ethical behavior, informing others about laws and regulations and the reasons for them, condemning denials of equal rights, praising others for ethical stands, supporting civil officials who perform duties with high competence, avoiding approval of unethical or illegal behavior, voting for and encouraging passage of just laws)				
h) Comply with local, state, and federal laws.		I	ID	DR
(e.g., reporting crime or accidents to proper authorities; honoring contracts; obeying laws related to taxes, employment, licensing, driving)				
i) Work toward elimination of "unjust" and "unworkable" laws and regulations.			ID	DR
(e.g., recognizing that behavior may be legal but not ethical; calling attention to specific injustices by discussions, appeals to authority, letters, petitions and protests; using constitutional methods to change or repeal laws, policies, and decisions that are unworkable or unjust; using nonviolent civil disobedience when lawful channels have been exhausted; opposing irresponsible acts of public officials by calling them to public attention)				

	K–3	4–6	7–9	10–12

5. Develop a commitment to participate in society and governments both as an individual and as a member of a group. (Continued)

j) Recognize that individual civic action is important. (e.g., effectiveness of individual actions such as voting and other expressions of opinion)	I	ID	D	DR
k) Work for improvement of conditions by applying personal skills. (e.g., being aware of conditions that may need improvement; analyzing and proposing solutions to civic problems; voicing opinions on civic issues by speaking out at public meetings, writing letters to editors and by using other forms of communication; participating in community organizations; volunteering for school and community activities and projects; seeking better uses of human and natural resources; supporting group and individual efforts to improve civic conditions)	I	ID	D	DR
l) Participate in government. (e.g., involvement with a political party or community organization; voting; supporting organizations concerned with improving government; communicating ideas about government by speaking out at public meetings, writing letters, and by using other forms of communication; seeking a leadership role in an organization, office or project concerned with governmental issues) In grades K-12 the focus will be on all-school activities, student council, class meetings, and monitors.	I	ID	D	R

SKILLS GOALS AND OBJECTIVES

	K/3	4/6	7/9	10/12
1. Gather, interpret, analyze, summarize, synthesize, and evaluate information.				
a) Use a variety of senses to obtain information.	ID	DR	R	R
b) Choose appropriate sources for information desired. (e.g., books, reference materials, speakers, interviews, audiovisuals, computers)	I	D	R	R
c) Obtain desired information from a variety of sources. (e.g., books, reference materials, speakers, interviews, audiovisuals, computers)	I	D	DR	R
d) Group data into appropriate categories.	ID	D	DR	R
e) Recognize that people may interpret the same objects or events differently.	I	D	R	R
f) Identify cause and effect relationships.	ID	D	DR	R
g) Distinguish between fact and opinion. (e.g., newspapers, editorials, esssays, magazines, broadcasts)	I	D	DR	R
h) Formulate predictions based on factual information.	I	DR	R	R
i) Translate information from one form to another. (e.g., spoken to written, written to spoken)	ID	DR	R	R
j) Draw inferences from a variety of sources.	I	D	DR	R
k) Identify specific sub-topics of major topics.	I	D	DR	R
l) Detect bias in data presented. (e.g., minorities, sexual bias, cultural bias, and personal bias through a variety of media)	I	D	DR	R

	K–3	4–6	7–9	10–12
1. Gather, interpret, analyze, summarize, synthesize, and evaluate information. (Continued)				
m) Compare and contrast information.	ID	D	DR	R
n) Select main ideas from information.	ID	D	R	R
o) Arrange information in usable forms. (e.g., outlines, summaries, timelines, notes, records, reports, research papers, bibliographies, charts, graphs, experience stories)	ID	D	DR	R
p) Draw conclusions.	ID	D	R	R
q) Formulate hypotheses.	I	D	D	R
r) Determine different outcomes if events were changed. (e.g., what if? . . ., then what?)	I	ID	D	R
s) Propose a new plan. (e.g., rewriting, composing, designing, creating, putting information together to form a new idea)	I	D	D	R
t) Decide if information is significant to the topic.	I	ID	D	R
u) Evaluate the quality of information.	I	ID	D	R
v) Test hypotheses and revise as needed.	I	ID	D	R

	K–3	4–6	7–9	10–12
2. Make decisions.				
a) Recognize the occasion and need for decisions. (e.g., identify a problem)	I	ID	D	R
b) Analyze the problem. (e.g., differentiate, clarify, subdivide)	I	D	R	R
c) Identify possible alternative courses of action.	I	D	D	R
d) Project long and short term consequences of possible alternative courses of action.	I	ID	D	R
e) Identify and evaluate consequences of possible alternative courses of action.	I	ID	D	R
f) Choose and develop strategies to carry out the decision.	I	D	D	R
g) Apply the strategies in implementing a decision or solving a problem. (e.g., carry out a plan)	I	D	D	R
h) Re-evaluate and reformulate the process if goals are not met or new information is introduced.	I	ID	D	R

	K/3	4/6	7/9	10/12
3. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.				
a) Present own ideas. (e.g., spoken, written, and visual forms)	I	D	DR	R
b) Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.	I	ID	D	R
c) Listen and respond appropriately.	I	D	D	R
d) Solicit clarification from others when needed.	I	ID	D	R
e) Encourage others to express themselves.	I	D	DR	R
f) Recognize that divergent roles exist within a group. (e.g., leader, participant, pro and con)	ID	D	D	R
g) Recognize emotions and feelings operating within a group and allow for their expression.	ID	D	D	R
h) Recognize and permit the expression of different values, beliefs, and ideas within a group. (e.g., permitting a person to express an entire thought; giving positive feedback; giving and accepting positive criticism; permitting differing views, opinions, and perceptions in a group)	ID	D	D	R
i) Remain open to change.	I	D	DR	R
j) Use conflict resolution strategies. (e.g., persuading, compromising, debating, negotiating)		ID	D	R

	K 3	4 6	7 9	10 12
4. Reading/study skills in the social studies.				
a) Use word analysis skills. (e.g., sight recognition, phonetic analysis, structural analysis)	ID	DR	R	R
b) Use context clues to gain meaning. (e.g., pictures, sentence structure, paragraph structure)	ID	D	DR	R
c) Use appropriate sources to gain meaning of essential terms and vocabulary. (e.g., glossary, dictionary, text, index)	ID	D	D	R
d) Recognize, define, and appropriately use social studies terms.	ID	D	R	R
e) Obtain and apply literal meaning from written materials. (e.g., obtaining information explicitly stated in written material)	ID	D	R	R
f) Obtain and apply interpretive and implied meaning from written materials. (e.g., reading between the lines)	ID	D	R	R
g) Identify and use various parts of a book and other written material. (e.g., index, table of contents, glossary, chapter headings, italics, marginal notes, footnotes, pictures, captions, title pages)	ID	D	R	R
h) Read for a variety of purposes. (e.g., to think critically, analytically, to predict outcomes, to answer questions, to form opinions, to skim for facts, to read for recreation, to summarize, to take notes)	ID	D	R	R
i) Adjust reading to suit various purposes. (e.g., self-questioning, skimming, scanning, adjusting rate)	ID	D	R	R

	K–3	4–6	7–9	10–12
4. Reading/study skills in the social studies. (Continued)				
j) Use resources and services that the library provides. (e.g., card catalog, Reader's Guide, special references, public library telephone service, telephone and television information networks)	I	D	R	R
k) Apply computer operational skills to operate a software program.	I	D	R	R

	K 3	4 6	7 9	10 12
5. Map and globe skills.				
a) Identify that globes and maps are models representing geographical areas. (e.g., school, neighborhood, community, state, region, city, hemispheres, continents, world)	ID	D	R	R
b) Orient a map and note directions. (e.g., direction rose, point of reference, relative location, grid location, and cardinal location)	ID	D	R	R
c) Locate places on maps and globes. (e.g., school, neighborhood, community, state, region, city, hemispheres, continents, world)	ID	D	R	R
d) Use scale and compute distances.	I	ID	DR	R
e) Identify, interpret, and use map symbols. (e.g., legend or key symbols)	ID	D	R	R
f) Compare and contrast maps. (e.g., projection, land use, resources)	I	ID	DR	R

HISTORY, THE SOCIAL SCIENCE DISCIPLINES, THE HUMANITIES, AND RELATED AREAS OF STUDY: DEFINITIONS, ILLUSTRATIVE CONCEPTS, AND TOPICS

Introduction

The information presented in this section is provided for the purpose of helping teachers and curriculum specialists enhance their understanding of the scope and structure of the social sciences, the humanities, and related areas of study. The definitions are not intended to be exhaustive, and the concepts and topics of study listed are illustrative in nature.

The Philosophy and Rationale for Social Studies statement; the Recommended Range and Sequence listing; the Suggested Goals, Objectives, and Focus statements; and the information included here should serve as a framework for planning and delivering instruction in the social studies.

The primary sources for content for the social science program in the state of Michigan are:

- History, which occupies a unique position. It was at one time the all-encompassing social study, but currently it is also regarded as both a social science discipline and one of the central fields of the humanities.

- The social science disciplines of anthropology, economics, geography, history, political science, psychology, and sociology.

- The humanities, which traditionally have encompassed languages and literature, history, and philosophy. To these fields "the Commission on the Humanities of 1963-64 added the arts, the history and comparison of religion and law, and those aspects of the social sciences which have humanistic content and employ humanistic methods." More recently the humanities have been concerned with the human and social aspects of technology and science. Linguistics, archeology, and ethics also are included in the legislation authorizing the National Endowment for the Humanities.[1]

It is important to point out that the Philosophy and Rationale for Social Studies Education in Michigan neither espouses nor anticipates a discipline-by-discipline approach to history and the social sciences, kindergarten through grade twelve. The intent of this document is to envision and advocate the integration of all of these disciplines. There should be a skillful blending of history, the social science disciplines, and the humanities in the required courses at each grade level so that students may benefit from the rich and diverse sources of knowledge that are available. To that end, it is hoped that those who develop curriculum will find this section of the document helpful. It is a concise, ready, and up-to-date reference to which curriculum planners may turn. It also can provide them with some yardsticks by which they can measure the adequacies of their offerings.

---

[1] The Humanities in American Life. Berkeley: University of California Press, 1980, p. 2. (Used by permission of the publisher.)

ANTHROPOLOGY

Anthropology is the study of humans and their culture. It is a social science with close ties to history and the other humanities. It is also related to other social science disciplines, such as sociology, geography, linguistics, and biology.

There are two major divisions of anthropology: physical and cultural. Physical anthropology studies humans as biological organisms and views them in context with other forms of animal life. Cultural anthropology is the other major division and it is concerned with human cultures, or ways of life in societies.

Within the division of cultural anthropology there are: 1) archaeologists who study culture by examining material objects, usually from historic and prehistoric societies, 2) linguists who study language or means of communication by which a good deal of culture is maintained and passed on to succeeding generations and 3) by ethnologists, who study cultures as they can be observed and discussed with persons who belong to them.

Human societies are quite diverse in their cultures, and especially in complex industrial societies, cultural variations within these societies are also quite extensive, for example, in terms of regional ethnic and occupational traditions. The overall aim of anthropology is thus to provide useful generalizations about the human cultures and to arrive at an understanding of human diversity. It is hoped that such a study will impart a sense of respect for the capacities and achievements of humans as a species.

Concepts of Anthropology

Meaning and Significance of Culture Concepts
- Biological and cultural inheritance
- Classification of human population by race, language, and culture
- Evolution of cultures
- Paleolithic-Neolithic cultures
- Historic and prehistoric sites

Cultural Variations between Societies (Cross-cultural comparisons) Concepts
- Language
- Technology and subsistence patterns
- Social organization
- Religion and world view
- Creative activities--art, music, drama
- Economy and exchange

Cultural Variations within Societies (Intracultural comparisons) Concepts
- Social class
- Caste
- Ethnic groups
- Regional subculture
- Occupational cultures
- Religious subcultures

The Relation of the Individual to Culture
- Socialization and enculturation
- Life cycle
- Rites of passage
- Status and role

CONSUMER ECONOMICS

Consumer Economics is the study of the knowledge and decision-making skills people need in order to manage their personal economic resources, and to participate as citizens in the social, political, and economic systems.

Concepts of Consumer Economics

- Decision-Making
  - External factors affecting consumer decisions
    - Economic system
    - Political system
    - Social system
    - Ecological and technological influences
  - Personal factors affecting consumer decisions
    - Personal economic resources
    - Values and goals
    - Needs and wants
    - Lifecycle and lifestyle
  - Decision-making process
    - Goal or problem
    - Information (sources, accuracy, use)
    - Alternatives and consequences
    - Action and evaluation

- Resource Management
  - Financial decision-making
    - Obtaining financial resources
    - Spending plan (budgeting)
    - Borrowing (credit)
    - Saving
    - Investing
    - Protecting (insurance)
    - Taxpaying
  - Purchasing
    - Comparison shopping
    - Goods (food, clothing, housing, transportation, etc.)
    - Services (health, legal, financial, educational, etc.)
  - Resource Conservation
    - Scarcity
    - Efficient use
    - Resource substitution

- Citizen Participation
  - Consumer protection
    - Rights
    - Responsibilities
    - Laws and regulations
    - Sources of assistance
  - Consumer movement
    - Consumer assertiveness
    - Consumer groups
    - Consumer representation in business and government policy
    - Cooperation vs. confrontation in conflict resolution

ECONOMICS

Economics is the study of how individuals and groups use their limited resources to satisfy their unlimited wants. Economists study the behavior of individuals to identify decisions and rules that assist individuals to use their personal resources to achieve their objectives in their roles as:

- Consumers
- Producers
- Savers
- Investors
- Citizens

Economists study, as well, the nature of the economic decisions made by individuals and groups, as expressed in economic institutions called markets. They also study the nature of economic systems established by societies past and present to answer fundamental questions of the following types:

1. Which products and services should be produced?
2. How should the production processes be organized?
3. How much should be produced?
4. How should goods and services be distributed?
5. How should ownership of productive resources be organized?
6. What are the economic and social consequences of different types of economic organization?
7. How rapidly can and should an economy grow?

The understandings and relationships discovered through the study of these questions can then be used by students to analyze various personal and societal economic problems and come to an informed conclusion as to the appropriate personal or group action.

Concepts of Economics

The Nature of Economics
- Needs and wants
- Scarcity and choice
- Opportunity costs and trade-offs
- Interdependence
- Factors of production

Economic Systems
- Alternative systems
  - Traditional
  - Command
  - Market
- The market system
  - Private ownership of resources
  - Profit incentive
  - Competition
  - Role of government

Resource Allocation and Income Distribution
- Supply, demand, and price
- Elasticity of price
- Equilibrium price
- Functions of price
- Competition and price
- Price indexes
- Income distribution and government redistribution

Economic Stability and Growth
- Economic incentives
- Unemployment and inflation
- Money
- Federal Reserve system and monetary policy
- Fiscal policy
- Economic growth
- Savings and investment

Consumer Spending and Saving
- Consumer problems
- Opportunity costs
- Budgeting and shopping
- Saving and investing
- Credit

The World Economy
- Reasons for trade
- Process for international trade
- Measurements in international trade
- Trade barriers

GEOGRAPHY

Geography is the study of the character of "place." The character of place includes the natural environment, the people who interact with the environment, and the interrelations between a place and all other places. Geography permits the great diversity of knowledge about the earth to be placed in an orderly framework which reveals the ways in which the people and the environment function. This great diversity of knowledge ranges from iron ore to steel mills, agriculture to fast food restaurants, and the customs of people from Eskimos to Brazilians, plus many more. Geography is an integrated discipline, bringing many facets of knowledge to bear upon the study of "place."

Two concepts are used in geography which help to focus on the discipline. The first is "spatial perspective." This concept permits the study of ways in which all places on the earth are tied together by the forces of people and nature. A "spatial perspective" is a critical part of the explanation regarding "why things are found where they are." This applies to acid rain, electrical generating facilities, television studios, highways, and many others.

The second concept is areal association. Places have distinct combinations of activities which are functionally tied together for very important reasons. Quality soil, adequate moisture, and agricultural technology are closely associated in the American Midwest, a particular place on earth. Geography provides the means, through satellite and aerial photography and maps, to find other places on earth that have soil and climatic conditions similar to the Midwest where the introduction of agricultural technology might possibly result in a highly productive food growing area. This is especially important to the developing world. However, geography's integrated approach would necessitate the study of plants, availability of financing, and the attitudes of the people associated with the area. The key to success or failure of a project in such a place might easily rest with the areal association of various factors.

The development of the major spatial concepts in geography will result in individuals with rational thought and action related to the ways in which they depend upon, manage, and value space on the earth's surface. They will use spatial perspective in considering and reflecting upon proposed changes in the natural or built environment.

Geographically literate people have a rich and exciting view of the world, its human diversity and physical stability. They are anxious to learn about places, both nearby and distant, and reflect upon the interdependencies which characterize the world in which they live. They will continue to inquire about and use geography throughout their lives.

Concepts of Geography

Spatial Relationships
- Location
  - Direction
  - Situation
  - Site
  - Earth grids: latitude and longitude
  - Distance: physical, time, and cost
- Spatial distribution (patterns)
  - Compactness of patterns
  - Efficiency of patterns
  - Spatial distribution and dispersion
- Areal associations (similarities and differences)
  - Dependent variable
  - Independent variable
- Spatial interaction
  - Networks -- transportation, communication, economic, political
  - Nodes and links
  - Population
  - Diffusion -- space, time, and barriers
- Regions and regionalization
  - Area
  - Neighborhood
  - Community
  - Boundaries: physical, political, cultural, social

Globalism
- Topography
- Climate
- Habitat
- Rural and suburban
- Resources -- natural and human
- Energy
- Environment
- Conservation
- Development
- Technology
- Pollution

GLOBAL/MODERN WORLD STUDIES

Global education is the lifelong growth in understanding, through study and participation, of the world community and its people and systems -- social, cultural, racial, economic, linguistic, technological, and ecological.

As stated on page viii, appropriate attention should be given at all levels and in all social studies classrooms to the major concept of global interdependence and issues/topics such as:

FOOD

HEALTH

POPULATION

WAR, PEACE, AND ARMAMENTS

ENVIRONMENT

THE ROLE OF RELIGIONS IN THE HISTORY OF THE UNITED STATES

RACE AND ETHNICITY

RIGHTS AND RESPONSIBILITIES

RELIGIOUS ISSUES

PHYSICAL GEOGRAPHY

INTERNATIONAL MONETARY AND TRADE RELATIONS

LANGUAGE

ARTS AND CULTURE

ENERGY

POVERTY

RELATIONS AMONG NATIONS/STATES

HISTORY

History is a very broad and dichotomous discipline. It is at once:

- Both an art and a science. History is one of the humanities, as well as one of the social science disciplines.
- Both particularistic or selective and general or integrative.
- Both a body of knowledge about the past and the creative process of making sense or reinterpreting the evidences of the past.

History is concerned with unique events, eras, movements, nations, institutions, groups, or individuals. At the same time, history seeks to integrate information and ideas so that a particular person or group of people, living in a particular place, at a unique time in the past may be understood in the proper context. To study history, therefore, is to study thoughtfully human affairs of the past. Such study should enable students to:

- Perceive the elements of order in what otherwise would be a chaotic jumble of past events.
- Become privy to an understanding of past events which generated emotions, values, and ideals for which human beings have lived, struggled, and died.

- Develop a realistic perspective on the nature of their society, its problems, and the direction in which it is headed.
- Understand what experiences and values they share with other peoples of other times and places and in what respects they are different.
- Seek answers to three of life's most important questions: "Who am I?" "Who are we?" and "How did the unique present in which I live come to be?"

- Understand the present and prepare themselves for the future.

Concepts of History

Cause and Effect
- Multiple causation
- Continuity
- Change
- Challenge and response

Time Perspective
- Chronology
- Evolution/revolution

Human Experience
- Institutions
- Symbols
- Traditions: Oral/Written
- Civilization

Historiography
- Evidence
- Objectivity
- Relativity
- Interpretation

LAW

The basic content of a law education program combines general understanding of the law and its role in society with a practical understanding of how law works in the daily lives of citizens. The content should be broad so that it could be used in a variety of subject areas from kindergarten through high school.

Concepts of Law

Tradition and Evolution of Law

Legal System

Procedures in Civil and Criminal Cases

Court System
- Organization
- Concepts of jurisdiction and appeals

Major Supreme Court Decisions and Their Impact

Philosophies and Procedures of the Juvenile Court

Due Process of Law
- Historical development
- Meaning

Bill of Rights in Criminal Cases
- Philosophy
- Protections

Bill of Rights and Individual Civil Liberties
- Rights of a citizen
- Responsibilities of a citizen

POLITICAL SCIENCE

Political science is a very broad discipline encompassing these major facets:

- Abstract theories of government and law
- The study of comparative political, legal, and economic systems
- The transmission of values and attitudes or the study of how individuals and groups are socialized politically
- The functioning of both formal and informal political groups and governmental and legal institutions
- Decision-making processes, particularly on the process whereby decisions are made that are binding on all members of a political community
- Both the "is" and the "ought to be" of government and political processes and how the two can be reconciled
- The behavior of individuals and groups in the many political arenas in which they live
- Transnational and global politics, organizations and relationships

Like many of the other disciplines, political science has been subdivided into a number of component parts. Among the more important of them are these:

- Political theory, including the history of political thought and analysis of the writings of political theorists
- Governmental institutions, with particular focus on American government and politics
- Citizenship education
- Constitutional law and the study of comparative constitutions
- Public administration
- Politics, political processes, and political parties
- Political behavior
- International or transnational relations, including international and global politics, law, organizations, and human rights.

Concepts of Political Science

Role of Government
- Rules and laws
- Services
- Power
- Authority
- Conflict Resolution
- Interdependence
- Nationalism
- International and regional government

Structure and Function of Government
- City
- Township
- Borough
- State
- Nation
- Bureaucracy
- Executive, Legislative, Judicial brochure
- Constitutional
- Federalism
- Democracy
- Parliamentarianism
- Dictatorship
- Monarchy
- Capitalism
- Socialism
- Fascism
- Communism

Political Process
- Electoral process
- Lobbying
- Propaganda
- Leadership
- Checks and balances
- Revolution
- Evolution
- Referendum
- Recall

Human Rights
- Due process
- Civil rights
- Bill of Rights
- Universal Declaration of Human Rights

PSYCHOLOGY

Psychology is the systematic study of individual behavior and human mental processes. It studies both the cognitive aspects of the mind or how humans think about the world around them and the affective aspect of how humans feel about their experiences.

How individuals perceive, learn, are motivated, and relate to each other and to themselves are major aspects of psychology. Psychological knowledge has enhanced the ability of humans to modify and organize behavior. Psychology also has demonstrated the importance of attitudes, feelings, and values in determining human behavior.

Concepts and Topics of Psychology

Human Development
- Patterns and principles of human development
- Forms of human development
  - Prenatal
  - Physical
  - Motor
  - Language
  - Emotional
  - Social
  - Intellectual
  - Moral

Biological Influences of Behavior
- Senses
  - Perception
  - Attention
- The brain
- Endocrine system
- Sleep

Heredity and Environment
- Genetics
- Maturation
- Environmental influences on behavior

Motivation and Emotions
- Biological drives
- Social motives
- Achievement motivation
- Intrinsic vs. extrinsic motivation
- Theories of emotion

- Learning and Remembering
  - Types of learning
    - Classical and operant conditioning
    - Cognitive learning
  - Principles of learning
    - Reinforcement
    - Generalization
    - Discrimination
    - Punishment
    - Transfer
    - Feedback
  - Memory

- Thinking and Intelligence
  - Symbols and concepts
  - Critical and uncritical thinking
  - Deductive and inductive reasoning
  - Intelligence
  - Creativity
  - Measuring intelligence and creativity

- Personality
  - Identity
  - Theories of personality development
    - Psychoanalytic
    - Social psychoanalytic
    - Behavioristic
    - Humanistic
    - Social psychology
  - Measuring personality
  - Coping with frustration, conflict, and stress
    - Defense mechanisms

- Personality Disturbances
  - Types of disturbances
    - Neuroses
    - Psychoses
    - Addictive disorders
      - Alcoholism
      - Drug addiction
  - Treatment of personality disturbances

- Field of Psychology
  - Major subfields of psychology
  - Careers in psychology
  - Methods of psychology

Note: This list includes topics appropriate for a full-year course. School districts offering one-semester courses should select concepts and topics appropriate to their stated objectives.

SOCIOLOGY

Sociology is the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study of sociology, therefore, consists of trying to understand:

- The basic units and institutions of social life, such as the family, schools, neighborhoods, rural and urban communities, and as many other kinds of groups with which humans identify, be they occupational, political, religious, ethnic, or based on sex, status, or ideology.

- The social relationships which humans develop in their interactions with one another. The sociological perspective focuses on how those social relationships arise, why they persist, why antagonisms develop, and how they maintain social order to contribute to social change.

Like other disciplines, sociology is divided into many subdivisions. Some of the more important of them are:

- Socialization of the individual
- Collective behavior
- Social institutions
- Race and culture
- Human ecology
- Demography and populations
- Social problems or applied sociology
- Social psychology
- Political sociology

Concepts of Sociology

Social Institutions
- Family
  - Kinship patterns
  - Nuclear/extended families/clans
- Education
  - Formal
  - Informal
- Religion
  - Beliefs
  - Practices
- Economic Organization (see Economics, Consumer Economics, and Global Issues)
- Political Organization (see Political Science and Global Issues)

Socialization
- Folkways/mores
- Norms/values
- Sanctions/laws
- Role/occupation
- Language/communication
- Collective behavior
- Rituals/pastimes
- Leisure/recreation

Social Stratification
- Group: culture/subculture
- Role
- Status: ascribed/achieved
- Class
- Gender
- Ethnicity
- Segregation
- Social mobility

Social Change
- Social progresses
  - Cooperation
  - Competition
  - Conflict
  - Assimilation
  - Accommodation
- Social problems
  - Cultural lag
  - Deviance
  - Environmental (space/population/pollution)
  - Scarcity of resources
  - Group aggression/dominance

THE HUMANITIES AS AN INTERDISCIPLINARY STUDY

1. The humanities are composed of diversified fields of study which are well suited to interdisciplinary approaches. These fields are history, literature, philosophy, languages, archaeology, ethics, the arts, architecture, the history and comparison of religions and of the law, and the human and social aspects of science and technology.

2. In interdisciplinary study the integrity of each of these fields of study must be respected.

3. Each of the fields of study included within the humanities can contribute information, concepts, interpretations, and methods of inquiry to the interdisciplinary enterprise.

4. History serves as the principal foundation for an integrated approach to teaching the humanities.

5. For instance, the interdisciplinary humanities share with and build upon such generalizations from the field of history (see p. 89) as: "Basic values and beliefs of every society have been reflected in their creative accomplishments." "A knowledge of the past is necessary to understand present and future events."

6. In the interdisciplinary humanities the various fields of study provide mutually supportive depth to the discussion. For instance, a comprehension of the beliefs, myths, values, symbols, and aesthetic techniques of human beings at a particular time and place (through comparative religion, philosophy, literature, art, architecture, and music) can contribute a deeper imaginative grasp of their historical behavior.

7. Study in the interdisciplinary humanities often focuses on significant classical and contemporary works in history, philosophy, literature, art, and music.

8. The humanities provide an aesthetic focus by cultivating a sense of beauty through literature, music, and the visual arts.

9. The humanities can illuminate issues of public policy with philosophical analysis, historical perspective, and the elucidation of underlying values.

10. Integrated approaches to teaching the interdisciplinary humanities may be organized around particular themes or topics or may focus on historical/cultural periods.

11. Social studies courses focusing on World History, American History, World Cultures, Global Studies, or Ethnic Studies are particularly adaptable to the approaches through interdisciplinary humanities.

12. Because the humanities often focus attention upon such important themes as freedom and justice, democracy and citizenship, government and leadership, Civics may be meaningfully enriched with the interdisciplinary humanities.

13. By confronting and challenging students with significant works of the intellect and imagination and with the perennial issues of human values, the interdisciplinary humanities can make a substantial contribution to skills in critical thinking, to questioning and analyzing, to synthesizing ideas and information.

14. Because of the emphasis on critical thinking and the richness of the subject matter, the interdisciplinary humanities offer an excellent field for the development of student writing skills.

15. Education in the humanities is necessary in an age of science and technology both because the history and philosophy of science are encompassed by the humanities and because the application of science and technology always involves human and social values.

16. The humanities may contribute to the cultivation of skills which are useful in the making of enlightened policy and management decisions in business, government, and education. Some of these are "a sense of perspective . . .; an appreciation of creativity . . .' interpersonal skills . . .' respect for quality and excellence."[1]

17. A humanities course may make effective use of community resources: of people with pertinent academic or personal knowledge of museums, libraries, historical and other learned societies.

18. Instruction in the humanities benefits greatly from the development of linkages and collegial relationships between teachers and college and university scholars in the humanities.

20. The humanities are well suited to team teaching and diversified teaching strategies.

---

[1]Roger B. Smith, Chairman of the Board, General Motors Corporation, Humanities and Business: The Twain Shall Meet--but How? Keynote address at a conference on The Humanities and Careers in Business, Northwestern University, Evanston, Illinois, May 21, 1984.

READING, WRITING, SPEAKING, LISTENING, AND CRITICAL THINKING SKILLS IN SOCIAL STUDIES EDUCATION IN MICHIGAN

In the Philosophy and Rationale for Social Studies Education in Michigan Statement, reading, writing, and discussion skills are presented as essential areas to be developed for learning and for citizenship. When these skills are developed in a meaningful context, they are not only strengthened, but they serve to enhance the acquisition of social studies knowledge and values. In this section the communication skills are defined, and basic concepts and generalizations are presented in order to clarify the place of reading, writing, speaking, listening, and critical thinking in social studies education.

Reading

Reading is the process of obtaining meaning from printed symbols. It is an important aspect of verbal communication which includes listening, speaking, and writing. In a broader sense, reading also includes the interpretation of non-verbal information such as pictures and graphs.

The act of reading involves several interrelated abilities: recognizing words; understanding words; comprehending sentence patterns; perceiving the organizational structure of a message; reconstructing the writer's meaning and evaluating content. Thus, reading is a reasoning process that goes beyond decoding symbols.

Some Basic Concepts in Reading:

1. Beginning reading builds on previous communication experiences in viewing, listening, and speaking.

2. Phonological, semantic, and syntactic aspects of reading are interactive.

3. The reader brings her or his experiences to the page.

4. Comprehension depends on conceptual background.

5. Reading proficiency is related to cognitive development.

6. Reading, as part of a language system, is acquired within a social setting.

7. Reading is important in our society economically, socially, and politically. It helps to extend the horizons of one's life.

Increasing Proficiency in Reading

Reading needs to be developed in a meaningful context. As a reasoning process, reading like thinking cannot be fully developed in isolation. Thus, reading needs to be emphasized within content area instruction. The basic "reading lesson," -- preparation, reading, discussion, application -- needs to be conducted in each subject area. Transfer from isolated skill instruction is minimal.

A number of textbooks and articles have been written on the teaching of reading. Two areas of particular importance in reading that are often neglected are prereading activities and writing.

Prereading activities enhance comprehension and increase motivation. Some examples are:

1. Asking students to predict the content or outcomes and to discuss their predictions.

2. Giving a broad overview of complex or lengthy material. Using graphic organizers.

3. Providing appropriate first-hand experiences when students lack sufficient background.

4. Helping students develop a purpose for reading.

5. Asking challenging and interesting questions.

6. Helping students survey the material prior to reading.

Writing is a vital tool in developing reading proficiency at all levels.

Examples in beginning stages:

1. Letters and words are perceived by tracing and copying.

2. Sound-symbol association is learned by writing words using a letter name strategy for spelling.

3. The concept that oral language can be written is acquired by dictating words and sentences and rereading one's message with assistance.

Examples in later stages:

1. Outlining assists in the perception of structure.

2. Summarizing helps the reader identify major ideas.

3. Writing critical evaluations or comparative essays helps to increase precision of thought.

4. Reorganizing or mapping assists in recall of information.

Students need practice and guidance in reading a variety of materials. In addition to their social studies textbooks, they should read historical fiction, biographical, and autobiographical works, essays, non-fiction books, and periodicals. Opportunities to discuss and to report on their reading should be given in both informal and formal settings. Because students' abilities differ, materials should be available on a range of levels. Easy materials build confidence and fluency, and challenging materials increase vocabulary, conceptual knowledge, and reasoning ability. Practice in using reference materials such as atlases, indexes, periodical guides, and computer data banks increases efficiency in locating information.

Reading Goals in the Social Sciences

Students should be able to:

1. Comprehend the content of their textbooks in history, government, and other disciplines.

2. Comprehend editorials, news reports, political cartoons, charts, and maps in newspapers, magazines, and similar sources.

3. Critically evaluate all materials for accuracy, bias, and completeness.

4. Locate information in libraries and other public and private agencies.

In the affective area, students should:

5. Develop the habit of reading to be well informed on social, political and economic matters on local, national, and global levels.

Writing

Writing is the process of communicating meaning with symbols. It is usually the last of the four aspects of language (listening, speaking, reading, writing) to be fully developed, but writing can be developed interactively with the other language skills.

The act of writing builds on the basic transcribing skills of handwriting, spelling, and punctuation. Mature, competent writers learn how to choose words, chain ideas, organize discourse, and use various expository and creative forms appropriate for their purposes and their audiences. They are aware of the limitations inherent in the communication process for the writer and the reader.

Developmental Stages in Writing

The following stages are presented as a general guide to understanding cognitive growth in writing:

1. Acquisition of basic transcribing skills.

2. Awareness that people may express ideas and interpret words and ideas differently.

3. Ability to predict or anticipate problems readers may have with literal and figurative written messages and make appropriate adjustments.

4. Acceptance of the responsibility for editing, revising, and improving one's abilities to communicate in writing.

Degrees of abstraction in writing activities involve recording and composing on literal and creative levels, for example:

Recording	Tasks
1. Writing verbatim	- Transcribing
2. Using excerpts; using quotations	- Transcribing and selecting
3. Paraphrasing	- Restating
4. Summarizing	- Selecting and restating

Composing: Literal

1. Writing one's thoughts	- Reporting
2. Combining one's thoughts with those of others	- Recording and reporting
3. Analyzing	- Examining parts, forms, sources, relationships, and purposes
4. Synthesizing	- Combining ideas into an organized whole
5. Generalizing	- Developing interpretations, models and theories

Composing: Creative

1. Inventing dialogue	- Creating dialogue suitable to a real or imagined situation
2. Inventing stories, tales, and narratives	- Imagining a connected series of happenings based on invented or actual events
3. Inventing new explanations, ideas or solutions	- Devising or discovering a new interpretation, juxtaposition of ideas or proposal

Writing Goals in the Social Sciences

Students should be able to:

1. Make accurate notes from oral and written presentations.

2. Express their opinions in a clear, organized manner.

3. Use writing for life role, personal, and social needs: letter writing, journal writing, notemaking, keeping minutes.

4. Use writing for scholarly development and expression: autobiography, biography, reporting, chronicle, history, essay.

Listening and Speaking

Listening is the process of obtaining meaning from spoken language. Speaking is the process of communicating meaning with language. In some communication situations such as conversation or discussion, listening, and speaking are more interactive than in other situations in which the participant is mainly in the speaking or listening mode. Listening is a foundation ability for reading, and speaking is a foundation ability for writing at all levels of development. However, listening and speaking need to be recognized as

important areas needing development in themselves because most communication occurs in listening-speaking modes.

Practice alone does not result in improvement of listening and speaking although it is an essential element. Students need guidance, coaching, and feed-back in meaningful situations in order to improve their abilities in listening and speaking.

Full participation in a society requires a range of listening and speaking abilities:

To comprehend and give spoken directions
To critically evaluate spoken messages
To clearly articulate one's beliefs
To participate effectively in conversations, discussions, and panels
To serve as a moderator, chair, or facilitator in discussions or meetings.

In addition to the development of speaking and listening abilities as ends in themselves, these skills also serve as a means of obtaining clarification of ideas and purposes. Thus, interactions between speakers and listeners can serve as a means to learn:

To increase comprehension
To attend to words and non-verbal signals to follow meaning
To support the right of freedom of speech
To appreciate differences in points of view
To bring forth exchange of ideas for solving a problem
To provide opportunities for expression
To withhold judgment until evidence has been presented and viewpoints have been aired
To work toward consensus or conciliation

The Social Studies Teacher's Role in Improving Listening and Speaking

1. Assist students in developing criteria for effective participation in discussions, panels, interviews, mock trials, role playing, and other communication settings.

2. Help students acquire skill in asking clarifying questions, listening for major points and supporting evidence, restating the speaker's position, developing non-verbal communication abilities, keeping to the topic, being courteous, following rules, and preparing speeches and outlines for formal and informal presentations.

3. Help students evaluate themselves as speakers, listeners, and facilitators in a variety of roles through tape recordings, collecting audience responses, inner and outer circles that require changing roles, taking notes, and filling in check lists representing criteria for desirable speaking and listening behaviors.

Critical Thinking

Critical thinking is defined as the process of analyzing information for accuracy, completeness, logical consistency, and form. The social studies field is particularly demanding in the need for critical thinking because of its content and the methodology of its various disciplines and applied areas.

In the past, attention has been given to problems such as detection of bias by helping students recognize propaganda techniques such as plain folks, bandwagon, testimonial, transfer, and name calling. While these should be included in efforts to improve critical thinking, other, less obvious, problems require emphasis. Writers and speakers select what they will or will not include, as well as what they will explore in depth and what they will gloss over. Since there is rarely time or space to include all the information or interpretations available on a subject or an event, readers and listeners need to try to detect bias or inadequate scholarship with respect to depth and breadth of coverage.

Historians can write only from their own experiences and perceptions even when struggling to avoid bias or inaccuracy. Readers need to be aware of this, as well as their own limitations in processing information. The writing of a particular historian in another age may have been fraught with errors of fact or of interpretation, but his or her writing may have influenced others who lived during or after that time. Thus, in history layer upon layer of abstraction results in a Herculean task of critical analysis for the reader. While lay readers may never engage in the searching, comparing, analyzing work of the historian or the historical philosopher, they should be aware of the thinking processes involved so that they are open to the possibilities of error and see the need for reinterpretation.

Teachers need to emphasize critical thinking within their subject fields. Because students need something to think about, courses that purport to teach thinking in isolation are not recommended. There are some common errors in thinking that need to be recognized by all teachers such as: going beyond the facts to make unjustified generalizations; failing to distinguish between fact and opinion or fact and fiction; oversimplifying; depending on insufficient information; taking words or ideas out of context; attributing results to a single cause; mistaking correlations for causation; omitting information; distorting ideas; using emotional appeals, and so forth. But, in addition, social studies teachers should attend to critical thinking requirements specific to their own subject matter, just as teachers of science, literature, and other fields need to attend to the critical reasoning requirements of their disciplines.

Critical Thinking in the Social Sciences

Four factors that deserve special consideration in critical thinking across the social science disciplines are:

1. The difficulty in defining large numbers of words and phrases with various connotations such as culture, political necessity, civilization, welfare state.

2. The difficulty in standing apart from one's personal views as one evaluates a written or oral presentation.

3. The necessity for reading and hearing a range of viewpoints on a subject and making comparative analyses.

4. The effort required in learning to present a fair disputation in a noncontentious manner of writing and speaking.

Students will require a great deal of guidance, support, and coaching from their teachers in order to develop the habits of thinking that are necessities for learning in the social sciences.

Critical Reading in History

An historical account needs to be evaluated in regard to:

1. The accounts and interpretations of other writers;

2. Whether the interpretation seems valid with regard to what is known about human nature.

3. The limitations of time, availability of information, and the approach of the writer.

Students need to learn to:

1. Recognize the difference between actual events and written or oral accounts of events.

2. Identify the writer's viewpoint and background.

3. Evaluate sources of information.

4. Evaluate writings for thoroughness and scholarship.

Critical Thinking in Current Events

A citizen in this age has access to more information at a faster rate than has been known in the past. Yet, concern for credibility, for conscious and unconscious information control and distortion require sophisticated readers, listeners, and viewers. They need to ask:

1. What is the author's purpose?

2. What is the author's thesis?

3. Who is the intended audience?

4. What background knowledge is assumed on the part of the audience?

5. Is the author knowledgeable?

6. Is the author thorough and careful?

7. What are the author's sources? Are they reliable?

On a broader level, readers, listeners, and viewers should ask:

1. How can information be controlled or distorted?

2. Who are the information controllers?

3. Who are their critics?

4. What are the rights and responsibilities of a free press?

The Social Studies Teacher's Role in Developing Critical Thinking Abilities

The social studies teacher can help students improve their abilities in critical thinking. Each teacher should:

1. Serve as a model by sharing his/her own analytical thought processes with students.

2. Create frequent opportunities for critical thinking and for students sharing with one another their respective ways of thinking and analyzing.

3. Avoid telling students what to think.

4. Identify behaviors that impede students' willingness to think and help students overcome them.

5. Provide frequent opportunities for reading and hearing more than one view of a period or an event.

6. Provide guidelines and examples of critical analyses.

7. Help students learn to make and receive critical comments in constructive ways.

8. Recognize and comment favorably on students' efforts to think clearly, analytically, and critically.

APPENDIX A

EDUCATION CODES AND STATE BOARD
OF EDUCATION RECOMMENDATIONS

The School Code of 1976

380.1166 CONSTITUTIONS AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166 (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government of the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15 41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multi-ethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES; CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K to 12 in every public or nonpublic school. The guidelines shall include:

(a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious, and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities or women.

State Board Recommendations

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

Better Education for Michigan Citizens: A Blueprint for Action

Bias Review Procedures: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

The Common Goals of Michigan Education (1979)

Curriculum Review Handbook for Social Studies Education in Michigan K-12 (1988)

Essential Goals and Objectives for Social Studies Education in Michigan (K-12) (1987)

Guidelines for Global Education (1977)

Michigan K-12 Program Standards of Quality (1984)

Multicultural Education: Suggested Classroom Activities (1983)

Position Statement on Multicultural Education (1979)

A Position Statement and Resource Guide on: Involvement of Parents and Other Citizens in the Educational System (1982)

APPENDIX B

TEXTBOOK EVALUATION FORM

The Model for Social Studies Curriculum Program Review on page v of this document includes one step in the process which addresses the need for educators to select/develop and evaluate instructional materials to ensure they are educationally sound and effective for their needs. This textbook evaluation form may be used or adapted by teachers and others who have primary responsibility for selecting instructional materials.

Subject:_____

Title of Book_____

Authors or Editors_____

Copyright Date_____ Publishers_____

Evaluator_____

	Check one		
	Poor	Adequate	Good
Objectives			
Are the objectives and competencies stated clearly?	___	___	___
Is there consistency between this book and the school district's locally developed curriculum guide?	___	___	___
Do the objectives require that students use higher level thinking skills?	___	___	___
Do the objectives of the textbook complement the goals and objectives of the grade level or course for which they are intended?	___	___	___
Content			
Is the subject matter geared to the needs, interests and abilities of the students who will use the material?	___	___	___
Are concepts adequately and thoroughly developed for understanding?	___	___	___
Are examples of concepts presented (especially abstract ones) to help students learn?	___	___	___
Is there consideration for the worth and dignity of all people (regardless of nationality, sex, race, religion) in the textbook illustrations and supplementary materials?	___	___	___

	Check one		
	Poor	Adequate	Good
Content (continued)			
Are the historical, social, scientific or other events based on the latest knowledge and social data?	___	___	___
Does the textbook provide opportunity for inquiry and creativity?	___	___	___
Skills Required			
Are there attempts to accommodate different types of learners?	___	___	___
Does the material emphasize the use of fundamental skills (listening, reading, writing, speaking and critical thinking)?	___	___	___
Does the material encourage the use of skills such as application, analysis, synthesis, evaluation?	___	___	___
Is the vocabulary clear, concise and appropriate?	___	___	___
External Organization			
Do the table of contents chapter headings and subheadings assist the reader in understanding how the book is organized?	___	___	___
Is there a glossary; if so does it contain all technical terms?	___	___	___
Are graphs and charts clear and supportive of textual material?	___	___	___
Are illustrations well done and appropriate to the level of students?	___	___	___
Is print size appropriate for the level of student readers?	___	___	___
Are important terms in italics or bold-face type for easy identification by readers?	___	___	___
Are end of chapter questions on literal, interpretive and applied levels of comprehension?	___	___	___

	Poor	Adequate	Good
Teacher Considerations			
Is a teacher's edition available and adequate for guidance?	___	___	___
Is this textbook sturdy and affordable?	___	___	___
Does the teacher's edition provide: adequate background information, and additional activities and supplementary materials for learners of different abilities and skills?	___	___	___
Internal Organization			
Are concepts spaced appropriately throughout the textbook rather than being too many in too short a space?	___	___	___
Is adequate context provided to allow students to determine meanings of technical terms?	___	___	___
Does the author use a predominant pattern of organization (compare-contrast, cause-effect, time order) within the writing to assist students in interpreting the material presented?	___	___	___
Is the style of writing appealing and is the information presented in an interesting manner?	___	___	___

Evaluator's recommendations _____

_____

Additional comments _____

_____

_____

ACKNOWLEDGMENTS

The Michigan Department of Education wishes to acknowledge and thank the following organizations and individuals for their contributions in the development and preparation of this document.

To the California Department of Education for materials adapted from: History/Social Science Framework for California Public Schools, 1981.

To the Georgia Department of Education for materials adapted from: Textbook Evaluation Criteria.

To the Ohio Department of Education for ideas adapted from: Course of Study Development A Process Model, 1980.

To the Oklahoma Department of Education for ideas and materials adapted from: Curriculum Review Handbook Social Studies, 1982 and Curriculum Review A Model, A Handbook for Implementation, 1982-83.

To the Social Science Education Consortium, Boulder, Colorado for materials adapted from: Planning a Social Studies Program Activities, Guidelines and Resources, 1977.

To the Office of National Assessment of Educational Programs (NAEP) for materials adapted from: Citizenship and Social Studies Objectives 1981-82 Assessment (1980).

Special thanks and appreciation are extended to those school districts and institutions of higher education that have taken an interest in and provided extensive support for representatives from their schools/institutions to participate in this endeavor.

Thanks is extended to the teachers, curriculum specialists, and representatives from institutions of higher education listed below who assisted in this project.

Teachers	School District
Ms. Jean E. Alpervitz	Lincoln Park
Mr. Ken Ancheta	Clio
Ms. Annette Ashby-Riley	Three Rivers
Ms. Carol Bacak-Egbo	Waterford
Ms. Doris Balconi	Plymouth-Canton
Ms. Charlotte Ball	Big Rapids
Ms. Deborah Ballard	Stockbridge
Ms. E. Gene Barr	East Lansing
Ms. Shari Beattie	Saranac
Mr. Walter J. Beham	Tecumseh
Dr. Calvin C. Behling	Fraser
Mr. Walter Behsay	Tecumseh
Mr. Carroll Bennink	Grand Haven
Ms. Marlene Bihlmeyer	Livonia
Mr. John S. Blasco	Highland Park
Ms. Gwendolyn Bowens	Ypsilanti
Mr. James Brewer	Carleton Airport
Mr. Mark Brown	Hamtramck

Teachers	School District
Ms. Jacqueline Bundy	Detroit
Ms. Joan C. Burley	Gibraltar
Mr. Howard Caldwell	Pontiac
Ms. Ettamae Chapman	Bedford
Ms. Barbara Christiensen	Lakeview (Montcalm)
Ms. Marlene Coleman	Lake Fenton
Mr. Robert Conteras	Benton Harbor
Mr. William Coulter	Pontiac
Mr. Ben Crapo	East Detroit
Mr. Larry L. Crittenden	Tecumseh
Mr. Bill Croft	Tecumseh
Mr. Frank D'Agostini	Lincoln Park
Ms. Dianne Davis	Ann Arbor
Mr. Thomas Derengoski	Diocese of Lansing
Ms. Mary Olive Dion	Diocese of Lansing
Mr. Scott Dumas	Big Rapids
Ms. Barbara R. Duncan	Detroit
Ms. Mary Ealy	Benton Harbor
Dr. George Farmakis	Highland Park
Mr. Tom Fielder	Belleville
Ms. Susan Fowler	Mayville
Ms. Saundra Frazier	Detroit
Mr. Theodore W. Galbraith	Carson City-Crystal
Mr. Gerald A. Genter	Scottville
Mr. Ken Gitersonke	Sand Creek
Mr. Gary M. Glowacki	Sault Ste. Marie
Mr. R. J. Greendonner	Lakeshore Stevensville
Mr. Ocie Gregory	Highland Park
Mr. Gilbert Hartrick	L'Anse Creuse
Mr. James A. Hess	Saginaw
Ms. E. Gail Holland	Utica
Mr. Mark Hull	Carleton Airport
Ms. Roxanne S. Hulquist	Flint
Ms. Carol Jamison	Vassar
Ms. Erika Joerke	Saginaw
Mr. Rudy Johnson	Lansing
Ms. Cleotha M. Jordan	Detroit
Ms. Louise Keenan	Saginaw Township
Mr. David Kenewell	Utica
Ms. Jennifer Koon	Northwest (Jackson)
Mr. Gary Lasceski	Vassar
Mr. Brian L. Leatherman	Caledonia
Ms. Connie Lewandowski	Lake Orion
Mr. Ron Marinucci	Huron Valley
Ms. Dorothy L. Mayou	Saginaw
Ms. Louise McCracken	Chippewa Hills
Mr. Joseph Miracola	Utica
Mr. Robert Mooney	Fremont
Mr. Calvin Mott	Saginaw
Ms. June Nagy	Gibraltar
Ms. Carolyn M. Nartroup	Yale
Ms. Betty Ann Navoy	Garden City

Teachers	School District
Ms. Jo Pattinson	Ann Arbor
Ms. Cynthia Potter	Waterford
Mr. John A. Raby, Sr.	Crestwood
Mr. Russell Raymond	Union City Schools
Mr. Bill Rebb	Carleton Airport
Mr. James R. Reha	Saginaw
Ms. Pamela E. Rescoe	Lapeer
Ms. Janys Roberson	Saginaw
Mr. Ron Schury	Vassar
Ms. Kathy S. Shangraw	Grand Rapids
Dr. Robert Skinner	Essexville-Hampton
Mr. Arnold Smith	Benton Harbor
Dr. A. Thomas Smith	Lakeshore
Ms. Deborah Snow	Kentwood
Mr. Tom Soli	Gibraltar
Mr. Richard Steiger	Belleville
Mr. Geoffrey B. Stewart	Big Rapids
Mr. Jerome R. Such	Saginaw Township
Ms. Eivor Swan	Caledonia
Mr. Terrence J. Tipton	Morenci
Ms. Dee Todor	West Bloomfield
Ms. Karen R. Todorov	Detroit
Ms. Jill Toth	Saginaw
Ms. Tommi Valik	Lake Fenton
Mr. Al VanDenbergh, Jr.	Port Huron
Mr. Al Viessia	Fremont
Mr. Frank Walker	Flint
Mr. Jim Webb	Mt. Morris
Mr. Bill Weese	Bloomingdale
Mr. Roger Wood	Yale
Mr. Michael Zehar	Romulus
Mr. John Zroika	Lincoln Consolidated
Dr. Barbara Zynda	East Lansing

Professor	University/College
Dr. Lois Bader	Michigan State University
Ms. Rosella Bannister	Eastern Michigan University
Dr. Jean Fair	Wayne State University
Dr. Grace Kachaturoff	University of Michigan-Dearborn
Dr. Michael Libbee	Central Michigan University
Dr. Milan Marich	University of Michigan
Dr. Roger C. Niemeyer	Michigan State University
Dr. Georgianna Simon	Marygrove College
Dr. Joseph P. Stoltman	Western Michigan University
Dr. George Vuicich	Western Michigan University

CURRICULUM SPECIALISTS
AND ADMINISTRATORS

Dr. Jeanette Fleury	Big Rapids
Dr. Marsha J. Fortner	Genesee Intermediate School District
Dr. Louise Frazier	Detroit Schools
Mr. Don Griffin	Wayne Intermediate School District
Mr. Rudy Johnson	Lansing Schools
Ms. Rae Ann McCall	Brighton
Mr. Mel Miller	Macomb Intermediate School District
Mr. Ronald V. Sartor	Warren Consolidated Schools
Ms. Mattie Odessa Smith	Ypsilanti
Ms. J. Kelli Sweet	Kalamazoo Schools
Mr. Rich Vermaas	Grand Rapids

This document was prepared by:

THE MICHIGAN DEPARTMENT OF EDUCATION

Teressa V. Staten, Ph.D.
Associate Superintendent
Bureau of Educational Services

Anne Hansen, Ph.D.
Director
School Program Services

Sharif Shakrani, Ph.D.
Supervisor
Instructional Specialists Program

John M. Chapman, Ph.D.
Social Studies and
International Education Specialist
Instructional Specialists Program

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.